

H626 Health Services Human Resource Management & V561 Public Human Resource Management

9am-4pm On August 26, September 16, October 14, November 4 & December 9 in BS2006, Fall Semester 2006

Contact Information

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V561 Public Human Resources Management & H626 Health Services Human Resources Management Course Description

*This is about love. And strategy. And motivation. And profit.
And politics. And courage. And mission. And competition.
And kindness. And discipline. And speaking out. And staying quiet.
It's about using your head and working from the heart.
This is about human resource management.*

--Libby Sartain, HR from the Heart

To be an effective supervisor/manager, you must have a working knowledge of human resource management. This course adopts the perspective of the general manager and addresses human resource topics from a practitioner perspective, considering how human resource management might aid in developing a high performance organization. This course provides the supervisor/manager with a framework for human resource practice—from identifying the need for a position to retaining peak performers.

H626 Health Services Human Resources Management (3 cr.)

This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sector, with particular emphasis on human resources management, employee benefit programs and labor relations as applied to the health services delivery organization.

V561 Public Human Resources Management (3 cr.)

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

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Course Objectives & Format

This course is about human resource practice. It is intended to provide a basic overview and foundation for managing for success. Effective human resource management is a priority strategic objective of successful organizations. When organizations don't achieve high performance results, the problem often can be attributed to mismanagement or "undermanagement" of human resources. Successful health services administrators and public service managers are knowledgeable about HR trends and implications and are equipped to engage them strategically.

Objectives

H626 & V561 are grounded in real world practice and designed to fulfill two important objectives:

1. To **examine** factors contributing to successful human resource practice.
2. To **develop and apply** human resource skills to achieve organizational results.

Results to Achieve

At the end of this course, you will have the tools to:

- Describe and analyze **what human resource management is** and the line manager's **role** in executing HR policies and practices
- Identify and anticipate **human resource challenges**
- Appreciate the **complexity** of the new workforce reality
- Realize how managers **find the best & the brightest talent**; analyze methods for recruitment and selection and deliver effective new employee orientation
- Examine how the **compensation, benefits and reward systems** can meet the needs of current employees and also attract new employees
- Know how to invest in people through applying proven skills related to successful employee **performance management, training and retention** strategies
- Identify ways that managers can support **productivity and career development** within the organization
- Demonstrate how to **manage human capital to execute organizational strategy**
- Interpret and analyze information to make decisions and form conclusions about the **appropriate actions** managers should take in different human resource situations

Format

- **Assigned readings:** Readings are assigned and will be discussed and applied in class.
- **Discussion:** Professionals must be able to articulate their ideas and convince others of recommendations based on logical analysis. You will enhance your ability to express yourself concisely and accurately through active participation. Your comments also add to the total learning experience of all participants.

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- **Discussion teams:** Typically, class will begin with a reflection on the previous class and a review of key learnings. During the course you will be assigned to different teams to discuss assignments and review cases.
- **Lecture/presentation:** After the class introduction, we will have a lecture/presentation designed to provide structure to the material and to clarify important human resource learnings.
- **HR in Action:** You will have opportunities to listen to and interact with some of the best HR professionals in our community.
- **Case study:** Case studies challenge you to apply what you know. What you learn from a case depends on how carefully you read it and how well you analyze it.
- **Experiential learning:** Adults learn best by doing. The experiential exercises used in class are designed to help you develop greater self and other awareness, to provide you with an opportunity to “try on” new behaviors and, ultimately, to enhance your human resources skills.

Preparation

Please be prepared for class. You will need to read the assigned material, relate what you have read to your past and current work experience and look for examples of how organizations are currently addressing these human resource issues.

<h2>Responsibilities</h2>

It is **your responsibility** to do the following:

- Come to all classes prepared
- Complete assignments on time
- Participate in class discussion
- Inform me if you are unable to attend class. For these Saturday classes, all class meetings are required. Extenuating circumstances may cause exceptions to this.
- Inform me of any problem or situation that may be interfering with your learning, attendance or performance in this course.
- Provide feedback on the strengths and weakness of the course in a professional manner

It is **my responsibility** to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Provide feedback in a timely fashion and appraise you of your progress on a regular basis
- Provide time outside of class to address your concerns
- Respond to your concerns

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Assignments

Those competencies appropriate to graduate level students are expected. These include the ability to write in a grammatically correct and organized manner, to proof all work so that no “typos” exist; to conduct research, to work effectively in groups and to make an articulate oral presentation.

Directions for written assignments will be given in class and posted on Oncourse Prepare all assignments in a professional manner. What you do is an indication of who you are. All written assignments should be clearly written and well organized. The expectation is that you write at the graduate level. Assignments must be typed and proofread and are to be handed in on the date due. Note: **Late assignments will not be accepted.**

Grading

Assignments will be graded based on:

- Substance: Your answers address the questions; statements are accurate and opinions are supported.
- Organization: Answers are organized, coherent and logical.
- Mechanics: Grammar, syntax, spelling, editing for errors.

Your **final course grade** will be composed of the following:

- | | |
|---|-------------------|
| • HR Leader Interview, due September 16 | 10 pts |
| • “Line” Manager Interview, due October 14 | 10 pts |
| • HR Project | |
| 1. HR Focus Definition, due September 16 | 5 pts |
| 2. Current Trends & Challenges, due September 16 | 10 pts |
| 3. Best Practices & HR Metrics, due October 14 | 10 pts |
| 4. Tool Kit, due November 4 | 25 pts |
| 5. Reflection on Learnings, due December 9 | 10 pts |
| 6. Group Presentation & Documentation, due December 9 | 10 pts |
| • Class Preparation & Participation | 10 pts |
| TOTAL | 100 points |

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Grading of Briefing Papers and Project

Generally acceptable graduate work will be assigned a grade in the “**B**” range.

To receive this grade your paper/project:

- Is easy to follow
- Has correct spelling and grammar
- Demonstrates effective writing style
- Has an analysis that reflects a good understanding of the material
- Presents solutions that follow logically from your analysis and evaluation

To receive in the “**A**” range, your paper/project:

- Goes well beyond the criteria of “acceptable” graduate work
- Is easy to follow
- Has correct spelling, grammar and is proofed well
- Demonstrates effective writing style
- Has an outstanding analysis that is of such quality that I am impressed with your comprehension of the material and the solutions you recommend. All the important factors are recognized, and you go beyond the class material in writing your briefing.

To receive a grade that falls in the “**C**” range, your paper/project:

- Falls below graduate quality
- Is not well written
- Doesn't address the issues/questions
- Has an analysis that is sketchy or superficial

Grading of Class Preparation & Participation:

Your participation grade depends on the quality of your in-class and group discussions. Grades for class participation will be assigned at the end of class. Criteria for a favorable grade include both the quality and quantity of class contribution—dominating class discussion without regard to your classmates' viewpoints, as well as not talking at all in class will secure an unfavorable grade.

Grading Scale

The following **grading scale** will be used for final grades:

98-100 points = A+	77-79 points = C+
93-97 points = A	73-76 points = C
90-92 points = A-	70-72 points = C-
87-89 points = B+	67-69 points = D+
83-86 points = B	63-66 points = D
80-82 points = B-	60-62 points = D-

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Additional Information

Writing Assistance

Writing assistance is available from the IUPUI University Writing Center (<http://www.iupui.edu/~writectr/home.htm>). You can have drafts of your papers reviewed at the University Writing Center. This will give you an opportunity to get feedback about your writing strengths and areas for development.

Copies of Assignments

It is your responsibility to retain a copy of any materials that you mail or hand in to your instructor. This includes, but is not limited to assignments, cases, reports, etc.

Attendance

Direct experience with the activities that occur during class is essential for learning. I expect that each of you will attend every class. Please arrive on time so that you can participate fully and we keep interruptions to a minimum.

Campus Policies

The course will be conducted in accordance with SPEA and campus policies. Please review the appropriate handbooks, in particular those pages concerning cheating and plagiarism. See attachment.

- IUPUI Code of Student Rights, Responsibilities, and Conduct
- University Guidelines

Key Dates

Consult the Fall Schedule for key dates.

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Readings

Required

For V561

Handbook of Human Resource Management in Government, 2nd Edition

Condrey

Jossey-Bass

ISBN 0-7879-7258-4

For H626

Human Resources in Healthcare, Managing for Success, 2nd Edition

Fried, Fottler, Johnson

Health Administration Press, Chicago

ISBN 1-56793-243-6

For V561 and H626

The Workforce Scorecard, Managing Human Capital to Execute Strategy

Mark Huselid & Brian Becker

Harvard Business School Press

ISBN 1-59139-245-4

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Recommended

Note: Others to be added by course topic.

Bossidy, Larry and Charan, Ram. *Execution, The Discipline of Getting Things Done*. New York, NY: Crown Business, 2002.

Collins, Jim. *Good to Great, Why Some Companies Make the Leap . .and Others Don't*. New York, NY: Harper Business, 2001.

Porche, Robert. *Issues in Human Resources for Hospitals*. 2004.

Kaplan, Robert S. and Norton, David P. *The Balanced Scorecard: Translating Strategy into Action*. Boston, MA: Harvard Business School Press, 1996.

Kotter, John P. *Leading Change*. Boston, MA: Harvard Business School Press. 1996.

Lencionni, Patrick. *Death by Meeting: A Leadership Fable About Solving the Most Painful Problem in Business*

Sartain, Libby. *HR from the Heart, Inspiring Stories and Strategies for Building the People Side of Great Business*. New York, NY: AMACOM, 2003.

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Proposed Course Outline

This is a general course outline that may be modified to suit the needs of the class as we proceed. The objective of the class is to maximize learning and the schedule will be adjusted as needed to serve that purpose. Check Oncourse.

Session 1: Saturday, August 26

Focus: The New Agenda for Competitiveness

- An Overview of Human Resource Management
- Best Places to Work
- Building a World-class Organization
- Present Trends That Affect the Future of Human Resources Management
- Strategic Planning
- Workforce Planning
- The New Workforce Reality
- Essential Ingredients of Every Great Manager

Readings: Fried—Chapters 1, 2, 3, 16 or Condrey—Chapters 1-4, 8, 28-29

“Show & Tell” Examples

Assignments Due: HR Situation—Actual or Anticipated

Session 2: Saturday, September 16

Focus: Finding the Best & the Brightest Talent

- The Legal Environment
- Job Analysis & Job Design
- Compensation & Benefits
- Recruitment & Selection
- New Employee Orientation
- Employee Handbooks
- Performance Management

Readings: Fried—Chapters 4, 6, 7, 9, 10, 12, 13 or Condrey—Chapters 5, 16, 17-20, 22-27, 31

“Show & Tell” Examples

Assignments Due: 1st Interview—HR Leader/Practitioner
Definition of Your HR Practice Area
Current Trends & Challenges

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Session 3: Saturday, October 14

Focus: Investing in People

- Diversity Should Be From the Heart—Not Just By the Book
- Organizational Development, Training and Talent Management
- Retention
- Throw Out the Policy Manual?
- Managing Expectations
- Great Relationships Are More About What You Give Than What You Get
- Recognition, Reward, Fun: The Triple Crown of Employee Engagement
- Career Transitions
- In Case of An Emergency

Readings: Fried—Chapters 5, 8 or Condrey--Chapters 7, 13, 21

“Show & Tell” Examples

Assignments Due: 2nd Interview—“Line” Manager from Same Organization
Best Practices
Appropriate HR Metrics

Session 4: Saturday, November 4

Focus: Managing Human Capital to Execute Strategy

- The Perspective Challenge
- The Metrics Challenge
- The Execution Challenge

Readings: Huselid, Becker and Beatty, *The Workforce Scorecard, Managing Human Capital to Execute Strategy*

“Show & Tell” Examples

Assignments Due: Tool Kit for Managers

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Session 5: Saturday, December 9

Focus: Putting Our HR Skills into Practice

Readings: TBD

Assignments Due: Reflection on What You Learned from Your HR Project
Group Presentation & Documentation

- | | |
|---|---|
| <input type="checkbox"/> Workforce planning | <input type="checkbox"/> Job analysis & job design |
| <input type="checkbox"/> Sourcing, recruiting, interviewing, hiring | <input type="checkbox"/> Benefits |
| <input type="checkbox"/> Compensation | <input type="checkbox"/> Organizational culture |
| <input type="checkbox"/> Employee policies | <input type="checkbox"/> Performance planning, feedback & coaching |
| <input type="checkbox"/> New employee orientation | <input type="checkbox"/> Confronting poor performance & documentation |
| <input type="checkbox"/> Motivating employees | <input type="checkbox"/> Recognizing & rewarding employees |
| <input type="checkbox"/> Training employees | <input type="checkbox"/> Conducting performance reviews |
| <input type="checkbox"/> Measuring performance | |
| <input type="checkbox"/> Other _____ | |

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Profile of Instructor—Vicki Mech Hester

Mech Hester Solutions

Dr. Vicki Mech Hester is principal of Mech Hester Solutions, a consulting practice founded in 1997. She provides responsive, practical help to develop leaders, teams and organizations. Vicki has over twenty years experience in leadership, organizational development, change management, training and development and consulting as well as over twelve years as a collegiate faculty member and student development administrator. She inspires, incites and educates her clients.

Experienced Practitioner

Prior to starting her own business, Vicki was Vice President of Organizational Effectiveness Products at an international marketing research consulting company. Here she worked with domestic and international clients to design and implement appropriate strategies to assess employee commitment to the business, to its customers and to continuous improvement initiatives.

In the early 1990s Vicki provided leadership to human resources within one of the world's largest leisure travel companies. She also created and implemented staffing, orientation, employee relations, training and development, performance management, team building, organizational change and leadership development interventions and programs for a shopping center magnate and a university medical center complex.

Relevant and Strong Educational Background

Vicki was professor and dean at colleges in the Midwest and East. She received her doctoral and masters degrees from Indiana University, specializing in human resources and counseling. Her bachelor's degree in economics and business is from Saint Mary's College/Notre Dame.

Commitment to Community & Volunteerism

Active in community leadership Vicki is a Stanley K. Lacy fellow and has served on local, state and national boards, including Girls Incorporated, Big Sisters of Central Indiana, Big Brothers Big Sisters of Central Indiana, United Way, Indianapolis Retirement Home Fund, and the Stanley K Lacy Executive Leadership Advisory Council and Alumni Board. She is a recipient of the YWCA Salute to Women of Achievement honor.

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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.

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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.**

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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.

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

Incompletes

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

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **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>.

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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.