

**School of Public and Environmental Affairs
Indiana University Purdue University Indianapolis**

**V600 Capstone in Public and Environmental Affairs
Spring 2006 (Class No. 10386)**

A Partnership with the Office of the Mayor, City of Indianapolis, Indiana



SPEA Capstone Students and Mayor Bart Peterson, Spring 2004

This syllabus includes administrative information, answers to a series of questions you might have about the course, its contents, and explanation of the ways in which you will be graded. Additional handouts include a description of project options and grading forms. Contact me immediately if you have questions.

Administrative Information

Room and time: BS 2006, 8:00 a.m. – 5:00 p.m. Saturdays: Jan. 14, 21. Feb. 11. March 4. April 1, 29.

Instructor: Greg Lindsey, Ph.D.
Associate Dean and Duey-Murphy Professor of Rural Land Policy

Office: SPEA: BS 3025, 801 W. Michigan, Indianapolis IN 46202
Office hours: By appointment.

Email: glindsey@iupui.edu
Telephone: (317) 274-2016 SPEA office
(317) 840-0995 Mobile
(317) 297-5342 Home (before 9:30 p.m.)
Fax: (317) 274-5153

Prerequisites and Text

Prerequisites: Prerequisites are the core courses: V502, V506, V517, V540, and V560. If you are missing any of these courses, see me immediately. I consider the quantitative courses absolute requirements. In some cases I will allow concurrent enrollment with needed core courses.

Text: Bardach, Eugene. 2000. A practical guide to policy analysis: the eightfold path to more effective problem-solving. Seven Bridges Press, New York, NY.

Other readings: As assigned

What is a capstone course?

A capstone course is a culminating experience – a course is designed to provide opportunities for students to integrate knowledge from their core and concentration courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. In the MPA program, V600 has been designed to give students exposure to the policy process through projects and other assignments, with emphases on integrating aspects of research, policy-making, management, science, and technology. Capstone courses often involve projects done for "real" clients. Students learn by practicing skills learned in other courses, through feedback from clients, and from reflection on their experience.

Why are capstone courses required?

Capstone courses are required because other courses in the curriculum that focus on particular bodies of knowledge typically do not provide opportunities to integrate knowledge across courses or to reflect on the meaning of professional work. Most of you probably are familiar with Bloom's taxonomy of learning that classifies questions or tasks in learning by increasing levels of abstraction and complexity (see, for example, <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>, 8/27/05). The levels in Bloom's taxonomy are:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

In other courses in the curriculum, you may have been asked to complete tasks at the higher levels of this taxonomy, but only with respect to the knowledge domain of that course and its prerequisites. For example, in a course on public finance, you may have been asked to synthesize information about the revenue producing potential of alternative tax mechanisms with information about equity effects of those same mechanisms in order to identify optimal financing strategies for programs to mitigate environmental externalities. In this course, you will be expected to comprehend, apply, analyze, synthesize, and evaluate information from all relevant courses as well as new information acquired particularly for this course. You will be expected to do so with respect to an unfamiliar topic within a strict time frame while working with team members you may just have met for successful professionals who one day may be your colleagues. Team projects are required because virtually all professional work is undertaken collaboratively with colleagues. No other course in the curriculum has such broad and ambitious objectives.

From another more pragmatic perspective, the capstone is required because it helps meet requirements for program accreditation. The MPA is a professional degree that signifies high levels of understanding and accomplishment with respect to public administration and affairs. Academics and practitioners who help evaluate programs expect that students have an opportunity to integrate knowledge gained in classes and to reflect on the meaning of professional practice.

What competencies will be acquired?

In our most recent revision to the core curriculum of the MPA degree, SPEA faculty established a competency based approach to content of the core courses. By the time you graduate you will have acquired new competencies – both knowledge and behaviors – in five areas: *globalization, governance, strategic analysis and action, organizational management, and professionalization*. The capstone course provides the opportunity to draw on these competencies: some knowledge and skills will be used directly; other competencies will be used indirectly to interpret the project context. The specific competencies that will be emphasized will depend on the specifics of your project. For example, in the area of *globalization*, a behavioral competency is “to be able to use the concept of globalization and understanding of intersectoral relationships in making economic, managerial, and political decisions and to consider these issues and the challenges they represent when making policy recommendations.” Our students who have worked with the city on projects to meet the needs of our growing Hispanic population have had honed their knowledge and skills in this area.

Core competencies that will be addressed explicitly in this course include:

- *Governance*
 - to have an understanding of the different forms of governance and how they are utilized in partnerships across sectors (knowledge).

- *Strategic analysis and action*
 - To have an understanding of the key forces that drive change and the flexibility and adaptability that are essential attributes for implementing change (knowledge);
 - To have a basic understanding of statistics and data analysis as well as research design (knowledge);
 - To be able to take on a leadership role and work effectively with constituencies in the public, private, and nonprofit sectors and within established legal and managerial frameworks (behavior);
 - To be able to analyze situations which involve interaction between the public, private, and nonprofit sectors in solving social problems and to work collaboratively with those individuals and institutions in coming up with strategies for financing and managing these social problems (behavior);
 - To identify the factors that motivate the economic and political behavior of various agents in society (and across the sectors) and use this information in planning, strategizing, and decision-making (behavior);
 - To be able to manage complexity and change through the strategic planning process as well as by using managerial and financial incentives to bring about change (behavior);
 - To use models to structure empirical analysis. To be able to apply and use these skills and tools in policy formulation, evaluation, and decision-making. To be able to present and defend positions through oral and written reports using these techniques (behavior);

- To be able to use information technology in analyzing public policy and managing organizations (behavior).
- *Organizational management*
 - To effectively manage and lead organizations, using theory and models of organizational behavior and organizational theory, while taking into consideration the political and institutional context as well as other environmental constraints (behavior);
 - To be able to work in a team, to deal effectively with conflict, and to negotiate, delegate, and communicate effectively across constituencies (behavior);
 - To be able to manage diversity; to leverage its advantages and reduce its negative effects on workplace processes. To develop workplace diversity strategies, including communication, teamwork and conflict resolution skills, and to increase awareness of, and develop one's own cultural values and their impact on interpersonal behaviors and organizational practices (behavior);
 - To develop one's own personal leadership style, using strategies that result in effective organizational practice and enhanced citizen engagement (behavior).
- *Professionalization.*
 - To develop self-awareness about one's responsibility and service to the public, to have an understanding of the role values play in decision making, and a commitment to ethical practices and professional excellence. (knowledge);
 - To manage and lead individuals and organizations with an understanding of the ethical underpinnings and professional standards of public management (behavior);
 - To be able to recognize legal and constitutional constraints on policy formation, and be able to identify areas where public policy or administration crosses permissible boundaries (behavior);
 - To take responsibility for one's own work and decisions. To complete one's work in a professional and ethical manner (behavior).

What are the practical course objectives?

The primary, practical objectives of the course are to give you opportunities to use the knowledge and skills you have acquired at SPEA while working as a member of a team on a project for practicing professionals or clients. It is your responsibility to complete each of the following tasks successfully in cooperation with your team members:

- 1) Review background materials, propose a scope of work for your studies, and present your scope of work to instructor and relevant professionals;
- 2) Revise the scope of work and complete the tasks included in the final scope of work;
- 3) Prepare draft and final professional reports; and
- 4) Present your findings to your client or to other professionals.
- 5) Reflect on your own performance as well as the performance of your peers and team-mates.

We will discuss in class the timeline for implementation of these steps.

Another important, practical objective is for you to learn to recognize the myriads of ways that public goals, objectives, policies, programs, projects, and initiatives interrelate across both sectors and disciplines. All public policy issues of significance involve the public, private, and nonprofit sectors and are multidisciplinary. To address significant issues, therefore, you must have an understanding of the respective roles of each sector and the ways that tensions among them may be addressed or resolved.

How will this course be taught?

This course mostly will be a self-taught course in which you learn by doing (action) and reflection. I will provide guidance and serve as an advisor or coach. I will provide some reading material that may help you with certain tasks. I will discuss with you how to approach the project and answer any questions that you have. I will review and critique your written work and your practice presentations. During our weekly class sessions we will set aside time to discuss team progress.

The course also will involve presentations by professionals who have knowledge and skills relevant to your project. During class sessions with these professionals, you will have opportunities to learn both about the substantive area and to reflect on the demands of professional practice.

In addition to these sessions and to meeting with me, you will need to meet independently to discuss work assignments and to collaborate on tasks. How you assign tasks is up to you; so is how frequently you meet. The critical issue is to begin work on tasks early in the semester so that you have time later in the semester for revising and rewriting your report.

How are course topics chosen? What criteria are used to select course projects?

This semester we are working on projects for the Office of the Mayor of the City of Indianapolis. Mayor Bart Peterson has endorsed collaboration with SPEA, and Jane Henegar, Deputy Mayor for Public Policy, and her staff have solicited project ideas from departmental administrators in the executive branch. The administrators and their staff have been authorized to work to work with our teams for this semester. The specific topics are listed on a separate handout; all concern important issues of public policy.

This semester is the fourth in our new relationship with the Mayor's office. The first three semesters have gone well, though a few projects have fizzled. If this semester works as well as the previous ones, we hope that our relationship with the Mayor's Office becomes permanent and a signature element of our MPA degree. We are quite pleased that students have this opportunity to work on high-profile projects of critical importance to the city.

Projects previously undertaken for the Mayor's Office have included detailed analyses of the potential for retail development on the downtown canal, an inventory of cultural assets in five of the six new cultural districts in Indianapolis, a strategic plan for abatement of lead poisoning, financing strategies for a nonprofit, the Friends of Indianapolis Animal Care and Control, market demand analyses for the City Market, and an assessment of the feasibility of an immigrant welcome center. In previous semesters, projects have been undertaken for both public agencies and nonprofit organizations and have resulted in reports on topics such as alternatives for financing stormwater management programs, patterns of use of urban greenways, plans for collaboration among nonprofit organizations, fundraising options for small foundations, and tax revenues from alternative development patterns.

The most important criterion for project selection has been that a project will provide students an opportunity to use and practice skills to solve important problems and issues. Two other criteria have been that projects involve (1) collection and analysis of large amounts of data, and (2) interpretation and description of the data in a report. These latter two criteria are very important because many new professionals often are assigned tasks involving collection and analysis of data. We want our graduates to have related practical experience.

How will grades be determined?

Your grade will be based primarily on the quality of your final report. I also will take into consideration the quality of your presentations to the client and my observations of your individual contributions to the group effort during the semester. In addition, I will take into consideration scores you assign to each other and feedback from clients. A form you will use to evaluate your colleagues will be distributed to you.

My assessment of the quality of your final report will be based primarily on my own professional experience reviewing technical reports, research monographs, and grant proposals for agencies, consulting firms, and journals, as well as my experience in grading papers written by graduate students. I may use grading templates or rubrics to ensure systematic evaluation of particular criteria, but use of these tools will not change the fact that my assessment of your work ultimately will be value-laden and subjective. Subjective assessments are not necessarily arbitrary, however, and they are the primary method of assessment in the professional world. For example, agencies frequently issue requests for proposals for consulting support, and firms bid in response to them. The selection of contractors is a systematic but ultimately subjective process in which cost of services is balanced against other factors such as perceived quality of proposed services. More relevant to our class, professionals routinely make judgments about the quality of reports submitted to satisfy contractual requirements or to support policy initiatives. Aside from obvious errors of fact or objective analysis, these judgments are inherently subjective and involve application of professional norms. This class is designed to simulate aspects of these types of processes.

Here are scenarios that illustrate how I will use professional norms to assign grades:

- **“A” Scenario.** A team defines a research question clearly; submits a well written plan of work for review to the client; meets with the client regularly to ensure that the research remains relevant; executes original data collection (e.g., survey research, key informant interviews) or well defined secondary analyses of existing data; prepares final draft reports for review; revises and rewrites draft reports; and summarizes recommendations clearly in presentations. The team submits a final report that adds value to the client, provides new understanding of a problem or course of action, is well organized, includes no typographical errors, and includes appropriate citations and supporting material in appendixes. In addition, the team makes no errors of fact in its presentation or its report and bases all conclusions on evidence and sound logic. The final report presents a story that is clear, cogent, and persuasive.
- **“B” Scenario.** A team defines an ambitious research agenda; submits a well written plan of work for review to the client; meets with the client regularly to ensure that the research remains relevant; executes original data collection (e.g., survey research, key informant interviews) or well defined secondary analyses of existing data; runs out of time to revise and rewrite draft report; and submits a final report that is generally well written but still a first draft. The draft is imbalanced, for example, with more of the paper devoted to a literature review than to the analyses, more of the paper devoted to analyses than to conclusions and recommendations, or with results critical to conclusions buried in the appendix rather than in the body of the report without any textual reference to their location. Although the research may be excellent, these team members receive grades of B because it is

evident the team ran out of time to polish the document, the final document isn't accessible or easily interpreted, or the document includes typographical errors or inconsistencies in style. The final report may be serviceable, but the client must go to considerable effort to make use of the findings because the story it tells is not clear or cogent, the logic used to develop recommendations from analyses is not readily apparent, and the conclusions do not reflect the richness of the research and analyses completed during the semester.

- **“B-C” Scenario.** A team struggles to define its research agenda; fails to make the project a priority early in the semester; neglects to interact periodically with client to ensure that their research addresses priorities; undertakes parallel tasks but fails to use common protocols, thus making results incomparable; recognizes limitations of their research and works hard to salvage the report but runs out of time; and submits a final report that is clear and readable but really adds nothing of value to the client and does not extend knowledge of issue, problem, or process. Although the team may have put in many hours and worked hard, this team receives grades of B or C because the final product is of little value to the client. Members of teams that submit final reports that are incomplete, have sections still to be written, multiple typographical errors, or include text references that indicate more information is to be added will automatically receive grades of “C.”
- **“C-D” Scenario.** A team struggles to define its research agenda; agrees generally on a topic but bickers over approaches and methods of analysis; fails to meet periodically with the client to confirm direction of analyses; never gels and completes tasks independently; submits drafts of reports to clients independently with instructions to disregard previous submittals by other team members; submits a final report that includes questionable interpretations of data, different interpretations of comparable data in parallel sections, several different writing styles, typographical errors, and no references to materials in appendixes. Although individual team members may have worked very hard and put in many hours, the team receives grades of C or D because the final product does not meet professional standards.

Note that in these scenarios, grades are based on the quality of the final report, not on effort by individuals. I have had students complain in the past that they have “worked too hard to receive only a B.” I expect hard work, but the hard work is your input, not the collective output, and the grade is for your collective output judged according to professional norms.

If your team submits a report that I judge to be in the B-C or C-D categories, I may decline to forward it to the client. The reasons for this decision would be that I have concluded the report provides little added value to the client or that the report fails to meet professional standards. In the spring of 2004, for example, I decided not to forward one of eight reports to the Mayor's office because the report did not meet minimum professional standards for quality, the five members of the team failed to produce information and analyses that would inform decision-makers, and the quality of the report would reflect negatively on the reputation of SPEA and IUPUI.

It is common that individual grades will vary among team members. In my years of teaching this course, I have found that students are not hesitant to identify team-mates who have failed to show initiative or complete assignments. The most common problem within teams that leads to significant variation in grades is the failure by individuals to do their fair share of the work. In one semester, for example, members of three different teams were unanimous in their assessments that a particular individual on each team was a free-rider. In one semester, three individuals (from a class of 33) received grades of C- or lower and were required to repeat the course. In another semester, no student received a grade lower than B-. I urge you to be clear about tasks and assignments and to complete tasks assigned to you on time. Sometimes, individuals

who have been pegged as free-riders have complained that they didn't realize their team members felt they weren't doing their fair share of the work. This is not an excuse that will mitigate adverse effects on your grade. As a professional, it is your individual responsibility to make sure that you fulfill your responsibilities.

Some technical matters and administrative issues ...

It is important to mention several technical matters and general administrative issues particular to this class:

- There is one book for this course. I will supplement assignments from the book with copies of additional reading material.
- Some of the professionally-oriented technical material we cover in class may be redundant for some of you. My experience, however, is that most students have not had all the material and that most students appreciate the short refreshers. The objectives of the didactic sessions in class are to make sure that you have methodological guidance and examples of professional norms to assist you in planning and conducting your projects.
- You will likely incur some expenses in the conduct of your project. Given that the cost for the one book is minimal, I think it is reasonable to ask you to incur up to \$50 of expenses related to your project. If the research your team proposes will cost more than this, then see me and we will discuss with the city some ways to cover the marginal costs. The city will try to assist with costs of copying and other matters.
- You must retain all files, data, and analyses that you complete during the course of the semester and submit original documentation of results along with your report. For example, in the past, I had one team that discarded original copies of surveys after they were coded. This choice is unacceptable, inconsistent with professional norms, and places you in the position of having your work rejected. If you cannot provide supporting documentation or substantiation of your research, you will fail the course. Note that failure to retain documentation changes the burden of proof from me to you to support the authenticity and validity of your findings.
- Your project report will be distributed publicly and maintained electronically in SPEA files. By entering into this course, you grant permission and provide others the right to read your final material. You will need to include in your report instructions on how to cite or reference it. Here is an example citation for one team's project:

Lawrence, B., Minger, T., Sedaca, B., Simmons, T., & Zanin, G. (2004). Canal walk market study. Completed for the Indianapolis Department of Metropolitan Development, Indianapolis, IN. V600 Capstone Project 2004. School of Public and Environmental Affairs, Indiana University - Purdue University Indianapolis. (Available from Margaret Lawrence Banning, Division of Administrative Services, mbannin@indygov.org)

- I will adhere strictly to the IUPUI Code of Student Rights, Responsibilities, and Conduct and will enforce rules and procedures concerning academic misconduct. If you are not familiar with activities considered to be academic misconduct, please review the Code: <http://bulletin2000.iupui.edu/introduction/code.html>.

- A reminder: IUPUI policy is that all email communication from current SPEA students to SPEA faculty and staff must originate from an Indiana University email account. I will only send email to your IUPUI address or through Oncourse. This policy is designed to protect both students and faculty from fraudulent use of email addresses.

Some other items to think about ...

A capstone course is a great opportunity for you. For some of you, this may be the first time you are in a position to contribute to the mission of an agency or organization. You can provide a great service by doing your work well. Don't underestimate the difference you can make: you can help solve significant problems. For others of you who already have professional experience, this is an opportunity to hone your cognitive and professional skills. Take advantage of it!

The capstone can make a significant difference in your career. The final product will be part of your portfolio of work you completed as a graduate student. Employers want to see evidence of your skills. In this course you get to work directly with professionals and to prepare a product that will be used. When you're done, you should be proud to present your report to people as an example of your skills.

You should recognize at the outset, however, that the capstone is difficult. It is difficult for the same reasons it is an opportunity, namely, that you get to do work that matters to someone besides yourself and your teachers. When you take this course you are putting yourself on the line in ways that differ from those in a traditional course. You are participating in professional world where you will be known for your work. If you do well, you will establish credibility that will serve as a firm foundation for your professional career. If you do poorly, you will lose credibility, and credibility is very difficult to re-establish.

With that said, here's some advice based on the experience of students who have gone before you:

- Don't delay. Time squandered early in the semester is difficult to make up.
- Be as specific as possible about your scope of work early on, and stick to it. Changes will result in delays. You may have good ideas about tasks that could be added to make the project better. You must be careful about adding items to your scope of work. You have a limited amount of time to complete the project.
- Decide early who will be responsible for completion of each task, including the presentation and the preparation of interim and final reports. Pay careful attention to tasks such as proofreading your report, especially when a team member will be responsible for evaluating or interpreting another's work.
- Professionals in the community may become confused if contacted by different people. You should designate one team member to be the principal liaison with your client and others with whom you need to converse. You also should designate a back-up liaison.
- Allow sufficient time for preparation and production of the final report. Production always takes more time than anticipated. Determine a style and format for your report early in the semester and adhere to your guidelines. This will minimize the need for editing and simplify production.
- Check about production capacity for items such as graphics and maps early in the semester. For example, decisions about issues such as whether to use color maps should be based on the needs of the client.

- Decide how you will ensure quality control for all calculations. All calculations should be checked by someone other than the person who first made them.
- Speak openly, honestly, and often with your teammates. If you have suggestions to improve their work, let them know. If you think their efforts are insufficient, tell them. Do not withhold criticisms and let bad feelings fester, only to explode during production of the final report or during post-project evaluation. At the same time, make sure your comments are constructive. Most students at some point in time struggle with a course. Have patience.
- From time to time I have had students come to see me about “problem” team-mates. My general course of action is to listen, suggest possible courses of action to resolve problems, encourage the individual to work it out on his or her own, but offer to intervene. I do not approach the problem team-mate initially because these conversations are in confidence. If the person asks me to intervene, then I do so in a group setting.
- My door is open. Come see me if you have questions or problems.

SPEA Policies 2005-2006

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. The faculty also has 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 your 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.

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.life.iupui.edu/help/code.asp> so you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct.

When a student is suspected of academic misconduct, the instructor will have an informal conference with the student in a timely fashion and provide the student with an opportunity to respond to the allegations. If the instructor believes that academic misconduct has occurred, he/she will initiate the academic misconduct process, which includes the possibility of a hearing if the student disagrees with the allegations.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines six areas of academic misconduct: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct. 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.

The School of Education in Bloomington has developed a tutorial that will help you understand plagiarism – you can access the tutorial by linking to <http://www.indiana.edu/~istd/>.

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.

5. Violation of Course Rules. A student must not violate the course rules contained in a course syllabus or other information provided to the student.

6. Facilitating Academic Misconduct. A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Civility

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

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://support.uits.iu.edu/scripts/ose.cgi?http://kb.indiana.edu/data/beoj.ose.help?osecat=email>

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.

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.** See the Office of the Registrar’s website at <http://registrar.iupui.edu/incomp.html> for more information. 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. The petition is then sent to SPEA for its consideration. **The petition must be filed within 1 year of the date when the student was enrolled in the course.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date, but in no case will it consider petitions filed 5 years or more after the date the course is taken. 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/grdfm.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 Policies, Procedures, and Assessment. See the Office of the Registrar’s website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.