New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit □ Graduate credit X Professional credit □

1. School/Division School of Public & Environmental Affairs Subject Code SPEA
2. Course Number J 531 (must be cleared with University Enrollment Services)
3. Course Title Homeland Security in the United States
4. Instructor Wm. Foley
5. Recommended Abbreviation (Optional) Homeland Security in the US
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from ______ to ______
8. Is this course to be graded S-F (only)? Yes ___ No ___ X
9. Is variable title approval being requested? Yes ___ No ___ X
10. Course description (not to exceed 50 words) for Bulletin publication: This course addresses federal policy and management issues related to preventing, mitigating, preparing for, responding to, and recovering from major catastrophic events, both natural and man-made, including acts of terrorism. Topics include emergency management, resource and response infrastructures, public health issues, best practices, crisis communications, and business and governmental continuity.
11. Lecture Contact Hours: Fixed at 3 or Variable from ______ to ______
12. Non-Lecture Contact Hours: Fixed at ______ or Variable from ______ to ______
13. Estimated enrollment: 20 of which 100% percent are expected to be graduate students.
14. Frequency of scheduling: annually Will this course be required for majors? ___ X
15. Justification for new course: Homeland Security agencies and organizations are a major component of the federal component of the provision of public safety in the United States.
16. Are the necessary reading materials currently available in the appropriate library? yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. No overlap
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: __________ Date 1-29-10 ____________________________ Date 1-29-10
Department Chairman/Division Director

Dean __________ Date ____________________________ Date ____________________________ Date
Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
Course Syllabus

Title: Homeland Security in the United States  
Professor: Dr. William A. Foley, Jr.

Course Description:

This graduate course presents an interdisciplinary approach addressing the fundamental issues related to planning for, responding to, and recovering from major catastrophic events both natural and man-made, threatening the security and well-being of the United States and her allies. Key will be analyzing how the Department of Homeland Security operates in supporting the public and private sectors --- people, organizations, resources and infrastructures --- during disasters. Also this course determines the characteristics of security, personal, public and corporate; identifies assets and assesses the cost and benefits of protecting them; illustrates risk assessment and risk management; evaluates crisis decision making; critiques current emergency management; investigates public health issues in homeland security; illuminates best practices in homeland security and emergency management; classifies risk and crisis communications; categorizes business continuity plans; and determines the importance of collaborative response through application of team building skills in Homeland Security. Real world case studies will be examined including the 9-11 Attacks, Hurricane Katrina, the I-35W Bridge Collapse, Wildland Fires Modeling, the DC Sniper Multijurisdictional Law Enforcement Apprehensions and the Global CounterInsurgency (GCOIN) of the Obama Administration. Evaluating and participating in a Hurricane Exercise is part of the course as are presentations by external experts in the field of Homeland Security.

Course Learning Objectives and Outcomes:

After completing this course students should be able to:

• Evaluate the National Security Strategy of the United States;
• Critique the Homeland Security and Homeland Defense Strategy of the United States and American Vital Interests;
• Explain Global, Regional, and Non-Nation State sponsored terrorism;
• Apply the fundamentals of Homeland Security management;
• Analyze the current nature of Homeland Security risk assessment;
• Classify disasters by level, types and intensities;
• Critique the effectiveness of the National Response Framework;
• Argue the Patriot Act’s major issues;
• Synthesize how the twenty-two Federal Agencies under Homeland Security work together to protect lives and critical infrastructure;
• Analyze the research concerning the delivery and impact of a number of Federal Emergency Management Agency reform initiatives;
• Critique and interpret the current important literature in Homeland Security and Homeland Defense.
• Deduce how Homeland Security, health and Human Services and the Department of Defense work together to secure the Nation.
**Instructor Expectations:**

Class attendance and participation in discussion is important. All research paper and examination work is expected to be an individual enterprise without collaboration, except on assigned team projects.

**Course Prerequisites:**  Graduate level standing or consent of Instructor

**Class Meeting Time:**  TBD

**Class Meeting Place:**  TBD

**Requirements:**
Each student will be required to attend class and participate in discussion. Weekly topics, chapter assignments and articles are listed per the assigned week. Additionally each student shall successfully complete a take home mid-term examination and also a take home final examination. Further, each student will join a Project Team and research and brief a topic or issue important in Homeland Security during the last week of the course. As well, each student will also complete a twenty-page original research paper from a selected topic significant in Homeland Security or Homeland Defense. Lastly, each student will successfully complete two Department of Homeland Security-Federal Emergency Management Agency Certifications, one on the Incident Command System and the other on the National Incident Management System.

**Grading:**

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>150</th>
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</thead>
<tbody>
<tr>
<td>Take-home mid-term exam</td>
<td>150</td>
</tr>
<tr>
<td>Take-home final exam</td>
<td>150</td>
</tr>
<tr>
<td>Team Project</td>
<td>200</td>
</tr>
<tr>
<td>Individual Research Paper (20 pages)</td>
<td>250</td>
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<tr>
<td>Online FEMA Training (ICS-100a and NIMS 700a)</td>
<td>100</td>
</tr>
</tbody>
</table>

**TOTAL** 1000
Grading Scale:

A+ = 975 to 1000 Points
A  = 950 to 974 Points
A- = 900 to 949 Points
B+ = 870 to 899 Points
B  = 830 to 869 Points
B- = 800 to 829 Points
C+ = 770 to 799 Points
C  = 730 to 769 Points
C- = 700 to 729 Points
D+ = 670 to 699 Points
D  = 630 to 669 Points
D- = 600 to 629 Points

Required Textbook:

Required Articles by Week of Assignment:


Week 5 American Civil Liberties Union, the Persistence of Racial and Ethnic Profiling in the United States: A Follow-Up Report to the UN Commission of the Elimination of Racial Discrimination (Washington: ACLU, 2009), 24-68.


**Week 10** Centers for Disease Control, coordinating Office for Terrorism Preparedness and emergency Response, “MedCon: A Tool to Estimate the Pre-Event Population at Risk of Medical Consequences in A Disaster,” http://emergency.cdc.gov/planning/medcon/

**Week 11** Antulio J. Echevarria, Wars of Ideas and the War of Ideas (Carlisle: U.S. Army War College Strategic Studies Institute, 2008) 1-53.


**Selected Readings for Team Projects:**

5. Global Counterinsurgency (GCOIN).
http://www.boozallen.com/about/article_news-ideas/42378316

**Locations for DHS FEMA Certificates:**
http://training.fema.gov/EMIWeb/IS/IS100A.asp
http://training.fema.gov/EMIWeb/IS/is700a.asp
**Team Building Project:**

One of the desired outcomes of the class is to communicate and demonstrate the importance of team building skills and effective communications during a crisis. A significant lesson learned from both 9-11 and Katrina was that emergency responders, at all levels—Federal, state, and local—needed to be able to work together and communicate more effectively.

Each member of the class will be assigned to a team that will address a real world problem in Homeland Security. For the duration of the course, each team is expected to work together and produce a professional quality response to a problem in homeland Security and or homeland Defense. The Team will produce a written report (minimum of 10 content pages) and a PowerPoint (or equivalent, e.g. Impress) presentation. Final reports are due the night of the presentation during the last week of the course, all of which will be given during the last two class meetings. Each member of the team, regardless of input, will receive the same grade for the team project.

**Research Paper:**

Each student must write a paper about a critical issue affecting Homeland Security. Students may choose a topic subject to approval by the instructor. Possible topics may include:

- Analyze the impact of erroneous media reporting on public response to Hurricane Katrina.
- Evaluate the vital interests of the United states in the Global CounterInsurgency.
- How did the collapse of the I-35W Bridge between Minneapolis and St. Paul impact perceptions and realities of security, within the community and the nation as a whole?
- Illegal immigration issues and their impact on Homeland Security
- The role of personal responsibility in enhancing Homeland Security
- Explore the issue of stockpiling of health supplies, identifying who, where, and what should be stockpiled and mechanisms that support (or not) such actions
- What strategies could be used to develop greater surge capacity for health services in the case of a disaster such as a pandemic that would affect significant numbers of people over a large geographical area?
- Comparison of HSPD-5, HSPD-8 and the Federal response to Hurricane Katrina
- Should FEMA be assigned separate responsibilities outside of the DHS?
- Convincing corporate management on preparing for emergency response and business continuity
- Reducing the occurrence and impact of fraud during disaster recovery efforts
- Compare and contrast the performance of FEMA Director Michael Brown and Coast Guard VADM Thad Allen as Federal Coordinating Officers during the response to Hurricane Katrina.
• Are there elements of Civil Defense that are still appropriate for Homeland Security?
• Discuss ethical issues that may confront a Homeland Security professional and explore a framework(s) that would assist personnel in addressing these issues
• Discuss the National Response Framework in Prevention of Illegal drug trade
• Critique the shift in the Obama Administration from Response theory to Prepare—Plan, Prevent, and Protect

Paper requirements include:
• Faculty-approved topic.
• Typed, 12-point font, double-spaced, 8 and ½ by 11 inches.
• Minimum of twenty pages, including cover page, bibliography, and endnotes.

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Articles</th>
<th>Text</th>
<th>Terminal Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Article 1</td>
<td>• Cover course “ground rules.”</td>
<td>• Define terms and basic concepts.</td>
</tr>
<tr>
<td></td>
<td>Overview of Security Concepts and Perceptions</td>
<td>Ch 1 (1-16) App 1</td>
<td>• Explain the traditional understandings of the foundations of security in light of evolving/changing expectations and perceptions, and apply principles learned to Homeland Security</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Sources of Hazards or Threats: Natural, Intentional, Unintentional</td>
<td>Ch 4 (151-197) Article 2</td>
<td>• Identify the types and explain the potential impacts or consequences of major natural and human threats to personal, public, and corporate assets</td>
<td></td>
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<tr>
<td></td>
<td>Constitutional Foundations for Homeland Security</td>
<td>Ch 2 (31-66) App 2 App 3</td>
<td>• Compare and contrast the practice of Homeland Security in the United States with the principles of democracy, especially those embodied in the U.S. Constitution</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Teams and Team-Building in Disaster Preparedness and Response</td>
<td>Ch 7(367-392) Article 3</td>
<td>• Explain and demonstrate the essential components for building successful emergency management teams</td>
<td>• Lay out project assignments</td>
</tr>
<tr>
<td>Week 4</td>
<td>From Civil Defense to FEMA to Homeland Security: How We Got Here</td>
<td>Ch 2 (67-76) Article 4</td>
<td>• Understand the development of FEMA Public Policy and the Department of Homeland Security</td>
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<tr>
<td>Week 5</td>
<td>History of U.S. Internal Security Matters</td>
<td>Ch 1 (16-30) Article 5</td>
<td>• Explain the significance of historical events contributing to the creation of the Department of Homeland Security</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Core Components of Disaster Management: Prevention, Mitigation, Preparedness, Response, Recovery</td>
<td>Ch 6 (303-332)</td>
<td>• List and define from memory the core components of disaster management and explain the relationships between them</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Identification of Critical Infrastructures, Resources, and Assets</td>
<td>Ch 1 (33-37) Article 6</td>
<td>• Identify critical public and corporate assets that contribute to general well-being and security</td>
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<tr>
<td>Week 6</td>
<td>Psychology of Terrorism</td>
<td></td>
<td>• Explore the psychological factors and philosophical resolve of terrorists and terrorism groups</td>
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<tr>
<td>Week 7</td>
<td>Assessing Vulnerabilities in Security of Information Systems</td>
<td>Ch 5 (209-232) Article 7</td>
<td>• Describe a method for assessing the vulnerability of information systems and for calculating the probabilities involved</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Managing the Risks of Threats to the Security of Information Systems</td>
<td></td>
<td>• Discuss an accepted process involved in managing the risk created by information system security incidents</td>
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<tr>
<td>Take-Home Midterm Distributed</td>
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<tr>
<td>Week 8</td>
<td>Defense Support of Civil Authority (DSCA)</td>
<td>Ch 7 (392-426) Article 8</td>
<td>• Describe the role of Federal and State military forces in assisting civil authorities during times of emergency or disaster</td>
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<tr>
<td>Week 8</td>
<td>ICS, NIMS, and HEICS – Common Elements and Joint Command in Crisis</td>
<td>Ch 7 (427-489)</td>
<td>• Locate and access information on current Federal, State, and Local or Tribal components of the U.S. emergency response infrastructure</td>
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<td>Week 8</td>
<td>Disaster Recovery and</td>
<td>Ch 5</td>
<td>• Describe the importance of business</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Learning Objectives</td>
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<td>9</td>
<td>Business Continuity Planning</td>
<td>(Review Questions) Art. 9</td>
<td>continuity planning to enhance an organization’s resilience to disaster</td>
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<td></td>
<td>Significance of Risk Communication</td>
<td></td>
<td>Recognize the critical components and characteristics of effective risk and crisis communication</td>
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<tr>
<td>10</td>
<td>National Response Framework</td>
<td>Ch 7 (Review questions) Article 10</td>
<td>Discuss the National Response Plan (NRP), including Emergency Support Functions (ESFs) and the reasons for activation of the plan</td>
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<td></td>
<td>Protecting the Food Supply: Farm to Table</td>
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<td>Identify the essential components of the food supply as well as potential threats to their integrity and security</td>
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<td>11</td>
<td>Role of NGOs and FBOs in Emergency Preparedness and Response</td>
<td>Ch 3 (Review questions) Article 11</td>
<td>Describe the current and potential roles of non-governmental and faith-based organizations in preparing for and responding to local and national disasters</td>
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<td></td>
<td>Terrorism in Action</td>
<td></td>
<td>Describe the issues associated with preparedness, response, and recovery for terrorist incidents</td>
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<tr>
<td>12</td>
<td>DHS and HHS Interagency Programs</td>
<td>Ch 8 Art 12</td>
<td>Explore collaboration between two major prevention organizations</td>
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<td></td>
<td>Health Care Overview</td>
<td></td>
<td>Explore the status of preparedness in the healthcare delivery system</td>
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<tr>
<td>13</td>
<td>Bioterrorism</td>
<td>Ch 9 Art 13</td>
<td>Describe the threat that biological agents pose to our nation</td>
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<td></td>
<td>Ethics and Homeland Security</td>
<td></td>
<td>Recognize ethical dilemmas/issues involved with homeland security</td>
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<td>14</td>
<td>New DHS Initiates: Prevention at the National Level</td>
<td>Ch 10 Art 14</td>
<td>Identify the key elements of prevention</td>
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<tr>
<td></td>
<td>DHS and the Department of State and Director of National Intelligence Programs</td>
<td></td>
<td>Recognize how inter-agency communication works in intelligence</td>
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<tr>
<td>Week 15</td>
<td>Team Projects</td>
<td>Article 15</td>
<td>• Due Day of Team Presentation</td>
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<thead>
<tr>
<th>Team Presentations</th>
<th>Article 15</th>
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<tbody>
<tr>
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<tr>
<td>DHS FEMA Certificates Due</td>
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<tr>
<td>Final Exam Distributed</td>
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</table>
Responsibilities, and Conduct to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that 'not knowing' does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism? It can be accessed at http://www.indiana.edu/~istd/. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The IUPUI Code of Student Rights, Responsibilities, and Conduct defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** 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.

**Civility and Disorderly Conduct**

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and SPEA faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the [IUPUI Code of Student Rights, Responsibilities, and Conduct](http://www.iupui.edu/~sldweb/dos/) in order to understand their 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](http://uits.iu.edu/scripts/ose.cgi?berh.def.help).

**Students Needing Support From Adaptive Educational Services**

SPEA fully supports students who qualify for Adaptive Educational Services (AES) and encourages all students who believe they can benefit from supports such as additional time for exams or note-takers to contact AES. Students must present faculty with appropriate paperwork from AES if they wish to access suitable accommodations. Accommodations for exams must be processed through AES.

**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](http://registrar.iupui.edu/activeduty.html).

**Course Withdrawals**

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should
be used in this case. See the Office of the Registrar’s website at http://registrar.iupui.edu/withdraw.html for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

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

**Incompletes**

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

**Grade Changes**

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student
can file a Change of Grade Petition with the Registrar’s Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at [http://registrar.iupui.edu/grdfrm.html](http://registrar.iupui.edu/grdfrm.html).

**Final Exam Schedule**

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. 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](http://registrar.iupui.edu/accal.html) for the final exam week schedule.