



## MEMO

### SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS

INDIANA UNIVERSITY  
IUPUI

**TO:** Sherry Queener, Associate Dean, Graduate School

**FROM:** Terry Baumer, Director of Criminal Justice and Public Safety Programs, SPEA

**DATE:** May 21, 2009

**RE:** Response to Reviews of MSCJPS Degree Proposal

Thank you for forwarding the reviews of the Masters in Criminal Justice and Public Safety degree proposal and allowing an opportunity to respond to the comments of the reviewers.

We are very pleased with the overall positive assessments of the proposal by the reviewers. In particular multiple reviews focused on the strategic advantage offered by the curriculum, the strength of the faculty resources, and the clear viability of the degree.

The proposal outlines a degree that views criminal justice and public safety agencies as interdependent and directed at common public service objectives. Critical to the success of these agencies is a broad substantive knowledge of the field, an understanding of the role of other actors, and an ability to organize, manage and direct successful responses. The reviewers thought the curriculum for the degree was "well developed and designed," "distinctive," and on the "cutting edge" of the field. One observed that the proposed degree "reflects contemporary developments in the field" while another simply said "I am impressed." These observations echo those made by the agency heads in their letters of support for the proposal. It is gratifying to see such broad support for the overall curriculum.

Reviewers also noted the strength of the existing criminal justice and public safety faculty on the IUPUI campus. The criminal justice and public safety faculty members have very active research agendas, engage in considerable public service, are active in national professional organizations, and have won the majority of SPEA teaching awards over the past six years. One of the additional strengths of the School of Public and Environmental Affairs is our ability to draw on the expertise of our colleagues in public management, finance, and human resources. One reviewer suggested that given the strength of the faculty "the degree will be easily ranked in the upper tier of programs." It is rewarding to have our efforts validated by respected figures in the discipline.

A third common theme in the reviewer comments focused on the viability of the program. Several of the reviewers agreed that student demand for this degree should be strong. One review suggested our enrollment estimates were "conservative" while another thought we "underestimated" interest in the program. They may be right, but our conservative estimates suggest, even if they are wrong, this will be a vibrant degree program.



## Reviewer Questions

Two reviewers mentioned the capstone experience for the degree: one reviewer was concerned that the degree needed a “culminating experience,” such as a thesis or comprehensive exam, while another requested more detail about our proposed capstone. This is designed to be a professional degree directed toward the preparation of individuals for managerial and leadership roles in criminal justice and public safety agencies. As such, the students will learn to apply their skills, first, in their internship experience where they will work in an environment appropriate to their interests. They will then demonstrate through the capstone experience their ability to work with others, analyze an issue, collect relevant data, design an appropriate response, and present the results in a professional way. This is a very common approach for graduate programs in professional schools and has been used successfully by the School of Public and Environmental Affairs since the inception of the MPA program. A brief description of the role of the capstone experience has been added to the proposal and a syllabus for the course is appended to this document.

One reviewer suggested that J501 – Evolution of Criminological Theory and Policy should be required of all students. We respectfully disagree with this recommendation. While public safety and emergency management officials must regularly coordinate their activities with criminal justice agencies, their focus and expertise is, of necessity, on the minimization of risk and the organization of the response to the crisis. In addition, the vast majority of the situations activating an emergency response are not criminal in nature, but related to natural phenomena (floods, storms, tornadoes, etc.). Even for crises precipitated by a criminal act, public safety officials must cooperate with criminal justice officials to fashion appropriate policies and responses.

Faculty resources and the ability to deliver the required courses also were mentioned as possible issues. Several reviewers suggested the need for an additional faculty position. It should be noted that we currently deliver a criminal justice concentration in the MPA program. The new degree will require delivery of more graduate courses, but the incremental difference is not insurmountable. The primary challenge will be on the public safety side of the degree. We have indicated clearly that for full implementation of the degree a tenure track faculty member with expertise in public safety will need to be recruited. It is anticipated that the school will support this request.

Reviewer Five posed several questions related to how the estimates of unmet employment demand and student interest might translate into actual enrollments and whether agencies will provide tuition support for their employees. Rather than repeat the analyses in the proposal and the appendices, I can report what we have experienced since the proposal was submitted. Interest in the degree among students potentially qualified for admission is very strong. Students who in prior years would be planning to apply to other universities have indicated they plan to stay at IUPUI and pursue the MCJPS. There is strong interest in the degree from recent alumni who otherwise are not planning to pursue graduate education. Since the tragedies of 9/11, there has been tremendous growth in the areas of public safety and emergency management. As the only public safety graduate program in Indiana and one of very few in the country, this degree will be very attractive to professionals in these agencies. Very few state or local agencies in Indiana provide direct support for postgraduate education. Some federal agencies, however, do support graduate education and accommodate the employee schedules while they are in school. The School of Public and Environmental Affairs has a long history of delivering the MPA to employees of federal agencies. We will pursue these possibilities for the proposed degree.

Reviewer Three posed several questions about the proposal. These were mostly in the form of requests for elaboration or clarification. Rather than attempting to answer all of these questions in the body of this document, answers to each have been incorporated into the reviewer's comments and appended to this response. In order to facilitate identification of the answers, they are capitalized and presented in bold type.

I hope I have answered adequately all of the questions raised by the reviewers. We are excited about the future of this program and are prepared to launch it as soon as the review process is complete. If I can provide any additional information, please contact me.

**RESPONSES TO “REVIEWER 3” ARE INCLUDED BELOW**  
**(Responses are in bold/caps)**

**IUPUI GAC Reviewer Form**

**Documents Reviewed: Abstract; Appendices; New Academic Degree Program Proposal Summary;  
Letters of Recommendation**

**Summary of Proposal:**

**1. Are the goals clear and achievable?**

See comments below.

**2. Is the program academically sound?**

See comments below.

**3. Are faculty resources available to offer this certificate without undercutting other key missions of the unit?**

Yes.

**4. Is there overlap, either real or potential, with any other unit that could harm the program or be exploited to help the program?**

Might there be cooperation with the law school?

**5. My recommendation, comments/concerns regarding this proposal.**

See comments below.



## Comments regarding the proposed Master of Science Degree in Criminal Justice and Public Safety

### Introduction:

The letters from various governmental officials in support of the degree program address the need and desirability for graduate studies in criminal justice, public safety and related areas. The Abstract and accompanying materials also convincingly suggest that graduate studies in these areas are warranted. The reviews presented below do not question the need or desirability for studies in this area. The review seeks clarification on various points regarding the proposed Master of Science Degree in Criminal Justice and Public Safety.<sup>1</sup> The comments are not in any particular order.

(1) **Program Objectives.** According to the section of the Abstract labeled "Objectives" (page 2):

"This degree will offer a unique opportunity for central Indiana residents to pursue graduate studies in criminal justice with a management focus and provides the only opportunity for graduate study in the emerging field of public safety in our state."

The Abstract on page 3 provides more detail of these objectives including to develop skills, to teach about decisions and decision-making, and to provide substantive training in "criminal justice and public safety".

The Abstract appears to divide the degree program and objectives into two categories: (a) graduate study in criminal justice; and (b) graduate study in public safety.

### Questions include:

- (a) Are the two categories conjunctive or disjunctive?  
**THERE IS A COMMON CORE THAT INCLUDES BOTH CJ AND PS CONTENT FOLLOWED BY CONCENTRATIONS WITH COURSES SPECIFIC TO EACH AREA.**
- (b) Will all students in the program be trained in both criminal justice and public safety? Is it possible for a person to receive the degree and take no courses in public safety?  
**A KEY STRENGTH OF THIS DEGREE IS THE SHARED CORE THAT INCLUDES BOTH CJ AND PS COURSES FOR ALL STUDENTS AND THEN THE CONCENTRATIONS THAT ALLOW FOR SPECIFIC TRAINING—IT IS NOT POSSIBLE FOR A STUDENT TO TAKE NO COURSES IN CJ OR PS.**
- (c) Are there in fact two separate disciplines that might more appropriately be covered in two separate degree programs?  
**A MAJOR PROBLEM, AS WE SAW ON 9/11/01, IS THE LACK OF SHARED COMMUNICATION, TRAINING AND INFORMATION BETWEEN CJ (E.G., POLICE) AND PS (E.G., FIRE AND EMERGENCY MANAGEMENT) AGENCIES — IT IS CRITICAL THAT CJ AND PS PROFESSIONALS SHARE CURRICULUM AND IT IS ESSENTIAL THAT THERE IS SOME OVERLAP AS PROBLEMS ENCOUNTERED INVOLVE COORDINATION ACROSS AGENCIES.**
- (d) Could the degree program be considered a Master Degree in Criminal Justice, but then have a separate concentration in Public Safety?

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<sup>1</sup> The comprehensive, interconnected nature of the proposal led to some review questions/issues being raised more than once herein. Apologies are offered for duplication (and for typos).

**NO, THE WORK OF CJ AND PS AGENCIES IS INTIMATELY RELATED AND PROFESSIONALS IN THE FIELD MUST BE FAMILIAR WITH BOTH AREAS. THE DEGREE IS DESIGNED TO REFLECT THIS INTERDEPENDENCE, WITH ALL STUDENTS TAKING A COMMON CORE OF CLASSES IN BOTH CJ AND PS TOPICS. STUDENTS THEN WILL FOCUS THEIR ATTENTION IN ONE OF THE AREAS. THIS CURRICULUM IS BROADER THAN A TRADITIONAL CRIMINAL JUSTICE DEGREE AND WILL PROVIDE STUDENTS WITH THE "BIG PICTURE" RATHER THAN FOCUS ON A PARTICULAR AREA SUCH AS CJ.**

- (2) The degree program appears to be geared towards recent college graduates and working professionals with experience. But, is the section entitled "Clientele to be Served" (Abstract, page 2) internally inconsistent? On the one hand, it suggests that "many will come from the IUPUI SPEA undergraduate population as well as other undergraduate disciplines" on campus, and from other undergraduate programs in Indiana. On the other hand, that section speaks to the significance of working professionals in the program, as follows:

"The model of the executive Master's degree for the working professional is a key component of the degree design and we will offer those students with significant professional experience, additional theoretical, analytic, and management skills."  
(Abstract, page 2)

Questions include:

- (a) Is it envisioned that all students, full and part-time, will complete the program in two years by taking evening classes in the fall and spring semesters only? (See "The proposed degree program is a 36 credit hour program, which most students will complete in two years." (Abstract, page 2, section entitled "Curriculum")) (See also, e.g., "Students will generally be able to complete the program in tow years", Abstract, page 3).

**FULL-TIME STUDENTS WILL COMPLETE THE PROGRAM IN TWO YEARS, WHILE PART-TIME STUDENTS, DEPENDING ON WHETHER THEY TAKE 1 CLASS OR TWO CLASSES PER SEMESTER AND/OR IF THEY TAKE SUMMER CLASSES WILL TAKE 3 TO 6 YEARS TO COMPLETE. THE SCHOOL IS EXPERIMENTING WITH SUMMER GRADUATE OFFERINGS FOR THE MPA DEGREE THIS SUMMER. IF STUDENT DEMAND AND AVAILABILITY ALLOW, THE COURSES FOR THIS PROPOSED DEGREE MAY ALSO BE OFFERED IN THE SUMMER.**

- (b) Does the Abstract adequately consider how needs of recent undergraduates and needs of working professionals may differ?

**BASED ON OUR LONGSTANDING EXPERIENCE WITH THE MPA DEGREE, WE THINK IT DOES ADDRESS THE NEEDS OF BOTH GROUPS. REGARDLESS OF THE STUDENTS' EXPERIENCES, THE AGENCY NEEDS ARE THE SAME. AS WITH OUR MPA DEGREE, TRADITIONAL STUDENTS WITHOUT EXPERIENCE WILL BE REQUIRED TO COMPLETE AN INTERNSHIP AT AN APPROPRIATE AGENCY WHILE WORKING PROFESSIONALS WITH MANAGERIAL EXPERIENCE WILL BE ALLOWED TO APPLY FOR "MID-CAREER" OPTION CREDIT.**

- (c) Will *all* courses be taught in the evening? If not, which courses will be taught in the day? Will some courses be taught in the day and evening?



**INITIALLY, THE PROGRAM COURSES WILL BE OFFERED IN THE EVENINGS ONLY. OTHER DELIVERY FORMATS, SUCH AS SUMMER CLASSES, ONLINE DELIVERY OF SOME CLASSES, WEEKEND DELIVERY, AND 1 WEEK CONCENTRATED COURSES WILL BE CONSIDERED AS ENROLLEMNT ALLOWS.**

- (d) Is it anticipated that working professionals participate in internships?  
**NO, WORKING PROFESSIONALS WITH MANAGERIAL EXPERIENCE WILL BE ELIGIBLE FOR THE "MID-CAREER" OPTION CREDIT.**
- (e) Do professional working students receive academic credit for their mid-career option (MCO)? (Abstract, page 2). **YES, UP TO 3 CREDIT HOURS.**

- (3) The Abstract, on page 4 (paragraph 2(c)) provides:

"No limits will be placed on the number of students admitted into the program. We anticipate that the program will initially attract an annual cohort of 10-15 students and eventually a mature program (5 years) will enroll 40-50 full-time and 45-50 part-time students. The program will be offered as an evening program and thus will be available to traditional students and working professionals. Students may complete the degree on a part-time or full-time basis and required courses will be offered frequently enough for full-time students to complete the degree in two years."

Questions include:

- (a) Is it suggested that in five years, there would likely be 85 – 100 students on campus in the degree program? If so, how were these numbers ascertained? How many of these students would be newly enrolled? (It is not clear how these figures on page 4 match up with the figures given in Table 3 of the materials accompanying the proposal.)

**STUDENT DEMAND, INQUIRIES ABOUT THE PROGRAM, EMPLOYMENT PROJECTIONS, AND ENROLLMENT IN OTHER PROGRAMS ACROSS THE NATION WERE ALL CONSIDERED. BASED ON REACTIONS TO THE PROPOSED DEGREE, WE THINK THE NUMBERS IN THE PROPOSAL ARE REASONABLY ACCURATE. IF 20 FULL-TIME STUDENTS ARE ADMITTED EACH YEAR AND THEY ALL COMPLETE THE PROGRAM IN TWO YEARS, THE POPULATION OF FULL-TIME STUDENTS WILL BE 40 IN THE SECOND YEAR. IF TEN PART-TIME STUDENTS ARE ADMITTED EACH YEAR AND THEY TAKE, ON AVERAGE, 4.5 YEARS (THE MEDIAN BETWEEN 3 AND 6 YEARS) TO COMPLETE THE PROGRAM, THEN THE POPULATION OF PART-TIME STUDENTS WILL BE 45 IN THE FIFTH YEAR. THIS GENERATES A FIFTH YEAR STUDENT POPULATION OF 85 STUDENTS. THE PROJECTIONS IN TABLE 3 WERE GENERATED UNDER MUCH MORE CONSERVATIVE ASSUMPTIONS.**

- (b) How long is it anticipated that a part-time working professional would take to complete the degree?  
**THREE TO SIX YEARS, DEPENDING ON THEIR COURSE LOAD (SEE ABOVE).**
- (4) Abstract, page 6 lists a "Sample Plan of Study". Are the courses listed for Fall 2010 – Spring 2012 scheduled readily to permit part-time working professionals to enroll? That is, are adequate numbers of courses available in the evenings or weekends?

**YES, WE ARE COMMITTED TO OFFERING COURSES AS NEEDED AND THROUGH CAREFUL ADVISING WILL BE SURE THAT STUDENTS IN THE PROGRAM TAKE THE APPROPRIATE CLASSES WHEN OFFERED.**

- (5) Pages 5 – 6 of the Abstract lists “Concentration” courses, and indicate that students must “choose four courses from one area” – either Criminal Justice or Public Safety. It appears that 8 of the 14 courses listed under Criminal Justice are identical to 8 courses listed under Public Safety. Criminal Justice has 4 courses that are not listed in Public Safety. Public Safety has 4 courses that are not listed in Criminal Justice.

Questions include:

- (a) Can a student receive a graduate degree in the combined disciplines (criminal justice and public safety) without taking courses in one of the two disciplines? Specifically, a person can receive a degree in criminal justice without taking any public safety courses (even though the degree is named “Master of Science in Criminal Justice and Public Safety”). (The converse would not appear to be true, as a student would be required to take criminal justice courses even if they are concentrating in public safety.)

**NO, ALL STUDENTS WILL TAKE BOTH CJ AND PS COURSES. THIS IS THE PURPOSE OF THE COMMON CORE.**

- (6) The chart on page 7 of the Abstract is introduced as follows: “Most of the courses for the proposed curriculum currently exist at IUPUI, as indicated below”. That chart lists course numbers and the number of sections taught in the past 3 years. If the proposal is revised, would you consider listing course names next to course numbers? As presented, the reader who is unfamiliar with the courses and course numbers must search through the Abstract to match a course name to the course number.

**ALL COURSES, WITH THEIR CORRESPONDING COURSE NAMES, ARE LISTED IMMEDIATELY ABOVE THIS TABLE. WE THOUGHT IT REDUNDANT AND CLUTTERING TO REPEAT THEM IN THE TABLE.**

- (7) On page 8 of the Abstract, the following appears:

“4. Describe form of recognition.

- a. Students completing the proposed program will receive a Master of Science in Criminal Justice & Public Safety from the School of Public and Environmental Affairs at Indiana University, Indianapolis. *Although substantively different in focus*, the rigor and breadth of the program matches other existing masters’ degree programs offered by the school.” (bold/italics added for emphasis)

Will you please explain what is meant by the phrase “*Although substantively different in focus*”?

**THE SUBSTANCE (CONTENT, COURSES, AND REQUIREMENTS) OF THE PROPOSED MCJPS DEGREE WILL DIFFER FROM THAT OF THE EXISTING MPA DEGREE. THIS IS PART OF THE RATIONALE FOR A NEW DEGREE.**

- (8) Page 9 of the Abstract provides:

“The Indiana Public Policy Institute and the Criminal Justice Research Center infrastructure and support will be an essential part of this degree.”



Page 9, item 7(b) provides:

"There are no anticipated collaborative arrangements with other parties."

Will there be any collaborative arrangements with the Indiana Public Policy Institute or the Criminal Justice Research Center?

**THE PUBLIC POLICY INSTITUTE AND THE CRIMINAL JUSTICE RESEARCH CENTER ARE BOTH PART OF THE SCHOOL OF PUBLIC AND ENVIRONMENTAL AFFAIRS. WE DO NOT CONSIDER THEM TO BE "OTHER PARTIES." THE INSTITUTE AND CENTER WILL PROVIDE GRADUATE ASSISTANTSHIPS AND OTHER RESEARCH OPPORTUNITIES FOR THE STUDENTS IN THE PROPOSED DEGREE.**

- (9) Is the clause following the semi-colon complete (Abstract, page 10)?

During this process, we surveyed other existing Master of Science in Criminal Justice programs, occupational outlooks for all aspects of criminal justice as well as trends in public safety, homeland security and emergency management; demand for the new degree programs and the lack of any options for students to pursue graduate studies in public safety in Indiana.

**NO, THIS IS A POORLY CONSTRUCTED SENTENCE AND HAS BEEN CORRECTED.**

- (10) The Abstract on pages 10 – 11 discusses the Student Demand Surveys.

- (a) There were 242 student respondents. How many surveys were distributed?

**ALTHOUGH WE COULD NOT ASSESS THE TOTAL NUMBER OF POSSIBLE RESPONDENTS, IT IS REASONABLE TO ASSUME THAT THOSE MOST INTERESTED IN GRADUATE DEGREES IN CRIMINAL JUSTICE WOULD BE THE ONES MOST LIKELY TO COMPLETE THE SURVEY. THIS WAS NOT A CONCERN, HOWEVER, AS WE WERE NOT INTERESTED IN A REPRESENTATIVE SAMPLE OF STUDENTS. THE SURVEY WAS ONLY DESIGNED TO BE A QUICK ASSESSMENT OF THE GENERAL LEVEL OF INTEREST IN MASTER'S DEGREE IN CRIMINAL JUSTICE AMONG A CROSS-SECTION OF OUR UNDERGRADUATE STUDENTS.**

- (b) How many criminal justice majors were there (are there)?

**THERE ARE APPROXIMATELY 275 BSCJ MAJORS.**

- (c) Were students permitted to answer the survey more than once?

**STUDENTS WERE INSTRUCTED TO AVOID FILLING OUT THE SURVEY IF THEY HAD ALREADY COMPLETED ONE.**

- (d) Some students may have responded that they had never considered pursuing a graduate degree (question 5) or that they did not anticipate going to a graduate school or law school (question 6). Were surveys results tallied for students who had not considered pursuing a graduate degree?

**WE DID NOT EXAMINE THIS POPULATION, AS WE REASONED THAT THEY WOULD NOT BE LIKELY CANDIDATES FOR THE DEGREE PROGRAM.**

- (e) The Abstract's Student Demand Section (Abstract, page 10) states

"More than 90% believe the new degree to be helpful to their career advancement".

This conclusion appears to be derived from question 8, which states:

"A masters' degree would be helpful for advancement within criminal justice agencies".

- (f) Is it clear from question 8 that a respondent's opinion about "advancement" would refer to his/her own advancement? Would it refer to his/her advancement in "criminal justice agencies"? Would it refer to his/her own advancement in public safety agencies as well?

**WE HAVE REWORDED THE SURVEY DISCUSSION TO MORE ACCURATELY REFLECT THE QUESTION THAT WAS ASKED, WHICH REFERRED TO THE GENERAL DESIRABILITY OF MSCJ DEGREES FOR CJ AGENCY CAREER ADVANCEMENT RATHER THAN SPECIFIC TO THE INDIVIDUAL'S CAREER PATH. WITH THE BRIEF SURVEY FORMAT, WE COULD NOT PROBE SUCH QUESTIONS SPECIFICALLY.**

- (11) More about the Student Demand Survey

- (a) Questions 9, 10 and 11 refer to a degree in "criminal justice or public safety" (rather than "criminal justice and public safety", which is the degree in question. From these survey questions, and the answers, it is not clear whether respondents were referring to: (i) a criminal justice degree; (ii) a public safety degree; or (iii) a criminal justice and public safety degree. It is not clear how this question would likely lead to usable results. Will you please explain?

**IT IS REASONABLE TO ASSUME THAT MOST STUDENTS WERE THINKING OF A CRIMINAL JUSTICE DEGREE. THE PROPOSED DEGREE HAS A TRACK THAT WOULD SATISFY THESE STUDENTS' NEEDS AS WELL AS ADDITIONAL CONTENT IN PUBLIC SAFETY. THEREFORE, THE "AND" VERSUS "OR" QUESTION IS NOT NECESSARILY PROBLEMATIC BECAUSE REGARDLESS OF HOW THE STUDENTS VIEWED THE QUESTION, THE PROPOSED DEGREE PROGRAM IS TAILORED TO MEET THEIR NEEDS.**

- (b) Questions 10 and 11 all address a respondent's "preference". But, is the link clear between the "preference" and the likelihood that a respondent would apply to one of the types of programs mentioned in those questions?

**GIVEN THE NATURE OF THE SURVEY, WE WERE NOT ABLE TO ASSESS THE LIKELIHOOD THAT STUDENTS WOULD ACTUALLY SIGN UP FOR THE DEGREE. HOWEVER, ASSUMING THAT A NON-TRIVIAL NUMBER WHO CLAIMED INTEREST WOULD ACTUALLY FOLLOW THROUGH, THEN THE PROGRAM WOULD BE WELL POPULATED GIVEN OUR INITIAL ESTIMATES FOR ENROLLMENTS.**



- (c) Does question 11 ask whether if IUPUI were to offer this degree, and the choice was between IUPUI and some other school, would the student choose IUPUI? Does the question include preferences of students who may have no desire to pursue a higher degree? Does the question presume that the person polled has already chosen to, or may choose to, attend graduate school? What if the person responding has no intention at all to attend graduate school (in any field)?

**QUESTION 11 IS A GENERAL GAUGE OF STUDENTS' PREFERENCES FOR IUPUI AS A GRADUATE DEGREE OFFERING INSTITUTION VERSUS ANOTHER SCHOOL GENERALLY. IT DOES NOT PROBE THE QUESTION OF IUPUI MSCJPS VERSUS ANOTHER SPECIFIC SCHOOL. THIS WOULD HAVE BEEN A USEFUL FOLLOW UP QUESTION TO INCLUDE IF THE SURVEYS HAD BEEN LONGER AND MORE IN DEPTH.**

- (d) How relevant are statistics for persons polled who are not likely to attend graduate school because they have no "reasonable likelihood of meeting entrance requirements for graduate programs"? (See Appendix A to Abstract, page 1).

**IT IS TRUE THAT NOT ALL OF THE 194 CJ MAJORS INCLUDED IN THE STATISTICS IN THE TABLE IN APPENDIX A WOULD QUALIFY FOR OR ATTEND GRADUATE SCHOOL. HOWEVER, THE RESPONSES FOR THE SUBSAMPLE WITH SELF-REPORTED GPAS THAT WOULD LIKELY HAVE A REASONABLE SHOT AT ACCEPTANCE INTO A GRADUATE PROGRAM GENERALLY MIRRORS THE FULL SAMPLE.**

- (e) It appears that surveys were not distributed in courses taught by adjuncts or others who are not full time faculty? If they were not, why not? How many courses were taught by non-full-time faculty in the 2008 Spring?

**THE DECISION TO INCLUDE ONLY FULL TIME FACULTY WAS A MATTER OF EXPEDIENCE. ALTHOUGH THERE WERE SEVERAL CLASSES TAUGHT BY ADJUNCTS, IT IS UNLIKELY THAT MANY OF THE STUDENTS WOULD ONLY BE TAKING ONE CJ COURSE. THEREFORE, THE VAST MAJORITY OF CURRENT CJ MAJORS WOULD LIKELY HAVE AN OPPORTUNITY TO COMPLETE THE SURVEYS EVEN IF ONLY FULL TIME INSTRUCTORS ADMINISTERED THE SURVEYS. AGAIN, WE DID NOT FEEL A SCIENTIFICALLY REPRESENTATIVE SAMPLE WAS CRITICAL AND THEREFORE FELT THIS APPROACH WAS SUFFICIENT TO GAUGE GENERAL INTEREST IN THE PROPOSED DEGREE.**

(12) Final observation on Student Demand Survey

- (a) In the Student Demand Survey Summary (See Appendix A to Abstract, page 1), the term MSCJ is used in most instances, while the term MSCJPS is used in other instances. Was that distinction deliberate? Were "MSCJ" and "MSCJPS" intended to refer to the same degree program in this Appendix?

**AS NOTED THE NEW DEGREE WILL CONTAIN TRACKS FOR BOTH THE TRADITIONAL CRIMINAL JUSTICE MASTER'S DEGREE AS WELL AS PUBLIC**

SAFETY. THEREFORE, THE DEFINITIONAL DISTINCTIONS WERE NOT SEEN AS CRITICAL AT THE TIME SURVEY WAS DISTRIBUTED. IN A SENSE, IT IS IMMATERIAL WHICH PORTION THE STUDENTS WERE FOCUSING ON (THOUGH IT IS LIKELY THAT MOST FOCUSED ON THE CRIMINAL JUSTICE PORTION) BECAUSE THEY WILL BE ABLE TO PURSUE EITHER TRACK WITHIN THE PROPOSED DEGREE.

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Syllabus for V600  
Capstone in Public and Environmental Affairs

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

**V600 Capstone in Public and Environmental Affairs (Course #22371)  
Spring 2009**

This syllabus includes administrative information, answers to a series of questions you might have about the course and an 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            BS 2008

Time & Dates   8:00 a.m. – 5:00 p.m. Saturdays: Jan. 10 & 31, Feb. 14, March 7, April 11 & 25

Instructors:    Alfred Ho, Associate Professor & Program Director of Public Affairs  
Office: SPEA/BS 4076  
Phone: 317 278-4898    Email: altho@iupui.edu  
Teresa Bennett, Director, IUPUI Solution Center  
Office: 719 Indiana Ave., Ste 105  
Phone: 317 278-9173    Email: tkbennet@iupui.edu

**Prerequisites and Text**

Prerequisites:   Prerequisites are the core courses in the MPA program. If you are missing any of these courses, see me immediately. Quantitative courses (V517, V526 or V560, V506) are absolute requirements. In rare cases the instructor(s) may allow concurrent enrollment with needed core courses.

Required Text:   Bardach, Eugene. 2009. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 3<sup>rd</sup> edition. Washington, D.C.: CQ Press.

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>, 1/11/07). 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?***

The SPEA-IUPUI faculty has 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 may 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 professional clients. It is your responsibility to complete 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. Here are some key items to consider related to these steps:

- The instructor(s) needs to review and authorize submittal of your scopes of work and your interim and draft final reports to your clients; you may **NOT** submit scopes of work or interim or final reports to clients until the instructor(s) have reviewed them.
- In establishing your schedule and timeline for work, you must provide the client opportunity to comment on the draft reports.

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. The instructor(s) will provide guidance and serve as an advisor or coach, provide some reading material that may help you with certain tasks, discuss with you how to approach the project and answer any questions that you have, and will review and critique your written work and your practice presentations. During our 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 the class sessions and to meeting with the instructor(s), 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 City of Indianapolis and some of its partners. We began our partnership with the Mayor's office in the spring of 2004 and have conducted dozens of projects. Former Mayor Bart Peterson endorsed collaboration with SPEA, and his staff solicited project ideas from departmental administrators in the executive branch and the city's partners in municipal development. SPEA-IUPUI has continued this tradition and is working closely with the Ballard administration in this course. However, we have also expanded our partnership and some of you may work on projects for other governmental and nonprofit organizations in the Greater Indianapolis area.

**You should realize that your work can potentially have significant impact on the City of Indianapolis and the region.** 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. The instructor(s) also will take into consideration the quality of your presentations to the client and his/her observations of your individual contributions to the group effort during the semester. In addition, the instructor(s) 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.

The assessment of the quality of your final report will be based primarily on the instructor's own professional experience reviewing technical reports, research monographs, and grant proposals for agencies, consulting firms, and journals, as well as the instructor(s)' experience in grading papers written by graduate students.

Here are scenarios of different grade assignments:

- **"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 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. In the past, some students in this course complained that they had “worked too hard to receive only a B.” Hard work should be expected, but the hard work is your input, not the collective output, and the grade is for your collective output and potential impact of your work judged according to professional norms.

Most projects have gone well, though a few projects have fizzled. In the past, a few reports were withdrawn from the final presentation and students were asked to delay their graduation. If your team submits a report that the instructor(s) judges to be in the B-C or C-D categories, the instructor(s) may decline to forward it to the client. The reasons for this decision would be that 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, the instructor of this course 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. You should remember that individual efforts would be assessed and 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-.

Hence, you should be clear about tasks and assignments and 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. The instructor(s) 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. However, many other students in this course may not have 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, 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, one team 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.
- As noted previously, you may not submit draft scopes of work or draft interim or final reports to your clients until the instructor(s) have reviewed them and authorized submittal. You also must schedule time for your clients to review and comment on draft reports.
- 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)
- The instructor(s) 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://www.iupui.edu/code/>.
- 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. The instructor(s) will only send email to your IU or 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 there are “problem” team-mates. The instructor(s) will listen, suggest possible courses of action to resolve problems, encourage the individual to work it out on his or her own, and will offer to intervene if necessary. However, the instructor(s) will not approach the problem team-mate initially because these conversations are in confidence. If the person asks the instructor(s) to intervene, then the instructor(s) may do so in a group setting.
- Should try to set up an appointment with the instructor(s) if you have questions or problems. Email is the best way to communicate with the instructor to set up an appointment.

### Tentative Course Time Line (subject to change)

**January 10 Class Meeting** – team building, project selection, drafting the statement of work, set SOW presentation dates with agencies

January 10 - January 18 Submit the first SOW to the instructors (electronically)

January 21 (Wed) – the instructors return the SOW to all teams

January 26-30 – meet the agencies

**January 31 Class Meeting** – report the progress of SOW. The instructors will meet with each team to go through any issues and questions. Suggest references, resources, models, experts, and data sources.

- Lectures on data analysis, problem solving, team work
- Team work time

Feb. 1 – 14 Literature review and data collection

**Feb. 14 Class Meeting** Report on progress. The instructors will meet with individual teams.

- Lectures on writing, project management, professionalism

Feb 15 – March 6 - Data collection and analysis

**March 7 Class Meeting** - Report on progress. Presentation of preliminary data analysis results and the outline of the report (peer review in class). Revisit the theories and hypotheses.

March 7 – April 1 Data analysis. Drafting of the Report. Meeting with the instructors.

April 3 Electronic Submission of the Draft Report

**April 11 Class Meeting** Feedback on the draft report. Mock Presentation to the class.

April 12 – April 24 Updates and Revisions

**April 25 (or a date the clients suggest and the students agree)** -- Presentation to the clients.

After the project: Final peer evaluation (by email)

## SPEA 2009 Policies

### Syllabus Addendum

#### Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G). All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the *Code* can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

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

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

1. Cheating. 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.

#### Whistleblower Policy

The campus whistleblower policy clarifies the protections available to individuals who in good faith report suspected wrongdoing. The policy:  
requires individuals to disclose violations of law or university policy  
informs individuals how allegations of wrongful conduct may be disclosed  
protects individuals from reprisal as a result of disclosing wrongful conduct  
provides individuals a complaint process to seek relief from retaliatory acts  
The full policy can be reviewed at: [http://www.hra.iupui.edu/Policy\\_Manual/policy/5\\_10.html](http://www.hra.iupui.edu/Policy_Manual/policy/5_10.html).

#### 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, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. 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://www.iupui.edu/~sldweb/dos/> 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 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.

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. 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>.

**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>.**

