LIS S541 Information Policy
Summer II 2015

IUPUI
School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments/lis/

Instructor: William Helling
M.I.S. Indiana University (Library Science)
Ph.D. Kansas University (French)

Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence.

You can always e-mail me for other needs at whelling@indiana.edu if necessary.

Phone or text: 765-918-1535

Official catalog description

Data creation/publication/dissemination and use occur in a complex social context. Legal and regulatory structures continue to evolve to control these processes. This course explores international and U.S. principles, laws, and regulations affecting the information industry. Focus varies with the topic; for example, copyright of electronic information sources or trans-border data flow. May be repeated for credit when topic varies.

Instructor’s approach

This course is centered on topic-based readings, student discussion, and relevant written assignments. Emphasis is on discussion and articulation of concepts covered in our study of information policies, and the instructor will participate to an extent in the discussions, as necessary. Although the study of information policy can be quite broad, we will strive to relate our topics to our current or future work in libraries and information settings.

INTRODUCTION

Format

The seminar approach is the basis for this class; it is not a lecture-based course. The class is designed around six multi-part tasks, two per week, each one based on an individual segment of our overall topic. In this approach, the emphasis is on the reading of the assigned documents, their discussion, and the completion of tasks. The instructor provides guidance in the choice of materials and the monitoring of the discussions, along with the feedback on the tasks.

Reading and then discussing using the Canvas Discussion feature will be a major part of your activity: posting and responding will contribute greatly to your appreciating the topics in Information Policy. However, you will also need to go beyond the assigned readings to round out your development, and it is assumed that you will take advantage of this opportunity.
You will also be responsible for an essay and a paper. Both are due during weeks when you have Discussion assignments and are graded independently of the Discussions.

Our Summer II semester must be treated as a full semester but will necessarily be concentrated because of the brief time we will be able to work and maintain contact.

**Discussion Postings (12 Discussions = 65pts)**

You will participate in online discussions during the course in order to demonstrate how you are making connections between the information policy concepts you cover in class and the issues that may affect your profession.

Each week has two main parts, and each topic will have a Discussion dedicated to it.

To complete a Discussion, you will be expected to submit at minimum one initial original posting and one response to another posting. Your original posting will be prompted by my instructions. In Canvas, you will find the instructions for each Discussion within the Tasks folder in Canvas Files. The Discussions will be opened when the previous week's Discussions are closed (Sundays at 7pm).

Because everyone should have read the related materials prior to posting, your entry should cause classmates to think, react, investigate, or question. Do not simply rehash or repeat the class materials.

For your response to another student's posting, you need to have a positive or other (questioning, opposing, etc.) reaction. In the early stages of a discussion, there will be less chance to simulate a real conversation (that is to be expected), but as students begin to post their original posting and also respond to others, you need to take all conversations into account (i.e., read all postings before posting).

Concise, on-target postings that demonstrate interaction with the messages from other classmates are expected.

Quality postings are more critical than quantity of postings (after the minimum of two per Discussion). Grades will be impacted if the entries are bunched at the end of the assignment period, which minimizes the function of the discussion.

A quality posting (original or response) may include some of the following characteristics:

- References professional literature (assigned readings, additional relevant materials).
- Updates information shared in the lesson materials with items from the news or literature.
- With support and logic, counters something found in the lecture, professional literature, or what a fellow student has stated.
- Questions or improves upon a posting in a responsible and respectful manner.

Participation will be evaluated based on the depth of the original posts (not just, "I think this is interesting"). And your responses to other postings should show some involvement and range of resources cited to support your comments (not just, "I agree with what John said").
**Essay (15 points)**

You will be assigned an essay to complete in 600-800 words. Composed and submitted in Word (.doc or .docx) or as a Rich Text File (.rtf). You will upload this file, as per instructions in the Canvas Assignments.

You will be given the topic 10 days before it is due. The topic will be based on what we have covered in class up to that point.

**Final Paper (20 points)**

You will gain further, in-depth information about an information policy topic of your choice.

Via Canvas mail, propose your topic to the instructor for approval by July 21. Your paper can be on a topic covered in class or what we will cover; however, it should provide more depth on the topic than what was addressed by the lesson materials and Discussions. You must be able to relate the topic to your position as a librarian or information professional. Your paper should be maximum 8 pages, single-spaced and submitted via file upload in Canvas Assignments. The paper will be evaluated on the depth and scope of the topic coverage, and breadth and depth of supporting resources.

Although you can use whatever writing style manual you prefer, please adopt a specific style and cite your sources, use correct grammar and complete sentences, and proofread before submitting your final paper. Students are expected to express themselves clearly, to use standard English syntax and grammar in written contributions to the class, and to cite their sources. Points will be taken off for work that does not use standard English syntax and grammar, don’t cite sources, or are turned in late.

Because this is a graduate seminar, papers citing only websites will not be acceptable unless prior approval is received from me due to paper topic. Full-text online journal articles are not considered websites.

**Textbook and Course System**

All readings are available online via web or university databases (IUPUI EBSCO HOST Academic Search Premier).

We will use Canvas for all work. For those unfamiliar with Canvas, remember that sometimes it is not easy to adopt a new system when you are already accustomed to another. However, learning new platforms and content/course management systems is a natural part of your job as a librarian or information professional, so welcome this experience.

Because this is a web-based class, it is assumed that every student has daily, reliable, high-speed internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments.

**Time Commitment**

This summer II course is conducted during a 6-week period; a standard semester’s course is conducted during a 16-week period, which includes "down time" for breaks. You will need to be
committed to keeping up during our 6-week session. While you are allowed to read ahead, care has been taken to include work that can be completed on a week-by-week basis. Concentrating on an individual week's readings may prove more beneficial to fulfilling the weekly assignments than trying to read all at once. Because online class discussion is a major component throughout this course, taking a grade of Incomplete will be strongly discouraged.

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the weekly tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason (because things do happen in your lives), contact me ahead of time via Canvas mail.

Incomplete

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year: http://registrar.iupui.edu/incomp.html (Links to an external site.)

Withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

Deliverables

You are responsible for completing each deliverable (e.g., task, assignment) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Accommodations

Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: http://aes.iupui.edu
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

- Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments.
- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
- If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others -- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).

**How this class is conducted, how to prepare each week**

The syllabus indicates what we cover for a particular week and what is due by the end of the week. You can participate all week in Discussions, of course, but all required work will be due on Sundays by 7pm EST for IUPUI.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Task</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to information policy</td>
<td>Task1a (5pts)</td>
<td>July 5, 7pm</td>
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<tr>
<td></td>
<td>Control of information</td>
<td>Task1b (5pts)</td>
<td></td>
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<tr>
<td>2</td>
<td>The value of information</td>
<td>Task2a (5pts)</td>
<td>July 12, 7pm</td>
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<tr>
<td></td>
<td>Copyright and ownership</td>
<td>Task2b (5pts)</td>
<td></td>
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<tr>
<td>3</td>
<td>Open access repositories and publishing</td>
<td>Task3a (5pts)</td>
<td>July 19, 7pm</td>
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<td></td>
<td>Creative commons</td>
<td>Task3b (5pts)</td>
<td></td>
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<td></td>
<td>Essay (topic assigned July 10)</td>
<td>Task3c (15pts)</td>
<td></td>
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<tr>
<td>4</td>
<td>Illegal, harmful, bad information</td>
<td>Task4a (5pts)</td>
<td>July 26, 7pm</td>
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<td></td>
<td>Persistent information</td>
<td>Task4b (6pts)</td>
<td></td>
</tr>
</tbody>
</table>
### SCHEDULE

#### Week 1: June 29 - July 5

**Introduction to information policy**


**Control of information**

- Glaser, April (2015). Long before Snowden, librarians were anti-surveillance heroes. *Slate: Future Tense* [http://www.slate.com/blogs/future_tense/2015/06/03/usa_freedom_act_before_snowden_librarians_were_the_anti_surveillance_heroes.html](http://www.slate.com/blogs/future_tense/2015/06/03/usa_freedom_act_before_snowden_librarians_were_the_anti_surveillance_heroes.html)

#### Week 2: July 6 - July 12

**The value of information**

Copyright and ownership

- Copyright and Fair Use, Stanford University Libraries: [http://fairuse.stanford.edu/overview/fair-use/](http://fairuse.stanford.edu/overview/fair-use/)

**Week 3: July 13 - July 19**

Open access repositories and publishing

- Suber, Peter. Open access overview: [http://legacy.earlham.edu/~peters/fos/overview.htm](http://legacy.earlham.edu/~peters/fos/overview.htm)

Creative commons

- Creative Commons: [http://creativecommons.org/](http://creativecommons.org/)
- Creative Commons: About the Licenses: [http://creativecommons.org/licenses/](http://creativecommons.org/licenses/)

Essay due

**Week 4: July 20 - July 26**

Illegal, harmful, bad information


Persistent information


**Week 5: July 27 - August 2**

Information retention
Information security


**Week 6: August 3 - August 9**

Technology and privacy of information

- Information Resellers: Consumer Privacy Framework Needs to Reflect Changes in Technology and the Marketplace:
  Intro: http://www.gao.gov/products/GAO-14-251T

Access to information


Paper due

**COURSE EVALUATION POLICY**

Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/ (Links to an external site.). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which
means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**STUDENT LEARNING OUTCOMES**

*Course learning outcomes*

At the completion of the course, you will be able to

- Understand the historical development of information policy and how that development impacts the library and information science profession today.
- Understand challenges that have emerged and continue to evolve in our society.
- Articulate and support your positions on issues related to information policy.
- Recognize the need to evaluate laws that affect information policy.
- Appreciate the political aspects of information policy.
- Discuss the concept of access to information.

*MLS learning outcomes*


- Assist and Educate Users of Information
- Develop and Manage Collections of Information Resources
- Represent and Organize Information Resources
- Manage and Lead Libraries and Other Information Organizations
- Use Research Effectively
- Deploy Information Technologies in Effective and Innovative Ways
- Approach Professional Issues with Understanding

*ALA MLS Competencies*

**American Library Association, Core Competencies of Librarianship:** these “define the knowledge base to be possessed by a person graduating from an ALA-accredited master’s program in library and information studies and, thus, the knowledge required of a beginning generalist librarian.”

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

1. Foundations of the Profession
1A. The ethics, values, and foundational principles of the library and information profession. 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience). 1C. The history of libraries and librarianship. 1D. The history of human communication and its impact on libraries. 1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession. 1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

2. Information Resources 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection. 2C. Concepts, issues, and methods related to the management of various collections. 2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

3. Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information. 3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications. 4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

5. Reference and User Services
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups. 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services. 5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

6. Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field. 6C. The principles and methods used to assess the actual and potential value of new research.

7. Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies. 7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services. 7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

8. Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies. 8B. The principles of effective personnel practices and human resource development. 8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes. 8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served. 8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

Related to Principles of Graduate and Professional Learning

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

- Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
• Communicate effectively with their peers, their clientele, and the general public
• Think critically and creatively to improve practice in their field
• Meet all ethical standards established for the discipline

Grading Scale

MLS standard grading expectations:

• A -- Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.
• A- -- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
• B+ -- Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
• B -- Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
• B- -- Marginal work. Student performance demonstrates incomplete understanding of course materials.
• C+ -- Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.
• C, C-, etc. -- Unacceptable work.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above). (SLIS/MLS standards)

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. registrar.iupui.edu/incomp.html

Code of Conduct

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://www.indiana.edu/~code/.
All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. [https://www.indiana.edu/~istd](https://www.indiana.edu/~istd). You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. [http://www.ulib.iupui.edu/libinfo/turnitin](http://www.ulib.iupui.edu/libinfo/turnitin)

**Academic Misconduct:**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   1. 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, calculators, computers, and wireless communication devices.
   2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.
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 citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
2. using another person’s ideas, opinions, or theories;
3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. borrowing facts, statistics, or illustrative material; or
5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

3. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. 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.

4. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**IUPUI COURSE POLICIES**

A number of campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

**EMAIL**

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

Campus policy:

1. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: [aes@iupui.edu](mailto:aes@iupui.edu), Tel. 317 274-3241). Visit [http://aes.iupui.edu](http://aes.iupui.edu) for more information.

**IUPUI MISSION STATEMENT**

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
• Research, Scholarship, and Creative Activity; and
• Civic Engagement.

With each of these core activities characterized by

• Collaboration within and across disciplines and with the community;
• A commitment to ensuring diversity; and
• Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

**STATEMENT OF VALUES**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.