LIS-S 505 Evaluation of Information Sources and Services
Summer 2017

ONLINE (Asynchronous, paced)
Rachel Applegate, M.S.L.S., Ph.D.
Please use Canvas email to contact me (“Inbox”).
If not available, use:
  rapplega@iupui.edu  (317) 278-2395

Catalog description
Theory and practice of the design, collection, and analysis of systematic data for managerial decision-making concerning information resources, services, facilities, and organizations. Covers techniques of social science and information science qualitative and quantitative methods; includes communicating to internal and external audiences.

Note: About “libraries” and “information. This course is designed to serve the general range of “information” agencies, organizations, resources and functions. The first section focuses on people-oriented tools that are generically important in any social sciences arena: surveys, interviews, focus groups, and observation. A second section is about ‘things,’ resources, or collections. In this part, some tools are very library-specific.

Textbook:
I donate my royalties from class usage to the LIS student diversity scholarships fund. This contains most of the lectures for the class. It is not possible to be successful without the contents of the textbook.
This is available in print (preferred!) or in e-book format which does NOT have page numbers! Page numbers and chapter/section names are given in the main Timetable; there is a guide to finding the right section to read in the eBook after the main Timetable.

Other required resources:
- Students will be using Excel for data organization and analysis. All students have access to Office (IUWare) or Office 365 (IUAnywhere).
- Avoid using GoogleDocs, Publisher, or rtf format for final output. Upload only Excel files, .doc or .docx, and pdf formats.
  - Prefer pdf format for public-facing sections or items. This helps you keep layout and other formatting decisions stable.
  - Prefer doc, docx format for analytical or reflective (teacher-facing) sections or items. This way I can turn tracking on and make extensive comments. Feedback will be less detailed if you turn in analysis in pdf format.
- All assigned readings other than the textbook will be provided.
At-home high speed internet access and a full computer (laptop or desktop, with sound capacity) are essential to success in a graduate online course. While Canvas and other resources often have mobile or tablet modes, these omit some key features.

**Course learning outcomes:**

Upon completing this course students will know:

- Qualitative and quantitative methods for evaluating information collections, facilities, and services
  - Assessment: Survey, People and Thing Exercises
- The role and value of evaluation in managing library and information organizations
  - Assessment: Strategic Planning or Dashboard

And be able to:

- Determine which methods are most appropriate for particular evaluation questions
  - Postings
- Design and carry out an evaluation project
  - Final Project
- Critically analyze empirical literature
  - Postings
- Communicate evaluation results effectively in oral, textual, and graphic / numeric formats.
  - Final Project; Memos from Survey, People and Thing Exercises.

**Indiana University LIS MLS Program Goal:**

**Use research effectively**

- Design, conduct, interpret, and take action based upon research and evaluation

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For your e-Portfolio, combine both parts of the final project into one file and upload, to demonstrate this outcome.

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**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.”

1. Foundations of the Profession
   1.1. The techniques used to analyze complex problems and create appropriate solutions.
   1.2. Effective communication techniques (verbal and written).

2. Information Resources
   2.B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.

4. Technological Knowledge and Skills
   4.C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

5. Reference and User Services
   5.D. Information literacy/ information competence techniques and methods, numerical literacy, and statistical literacy.
5G. The principles and methods used to assess 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.

8. Administration and Management
   8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

This course also includes the Principles of Graduate and Professional Learning common to all graduate degrees at IUPUI:

- IUPUI Graduate Policies
- *Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- *Thinking critically, applying good judgment in professional and personal situations
- *Communicating effectively to others in the field and to the general public
- *Behaving in an ethical way both professionally and personally

**Course Format**

This summer online course goes over 6 weeks, beginning Tuesday May 9th. Every week, you will complete **two units**. Units consist of EITHER:

- Posting/minor assignment (due **Tuesdays or Fridays**)
- Exercise/major assignment (due **Fridays**)

Papers and postings are due by **midnight** (= by the next morning. Canvas will mark it late if it arrives past 12:00 midnight Eastern, but don’t worry.)

Papers and postings that are on time will be graded by the end of Wednesday or Saturday. There is a penalty-free grace period on Wednesday and Saturday, BUT: items turned in late may not be graded until the following Monday. Items turned in after the grace period have a 5% deduction and must be turned in by the next Friday.

If you experience unforeseen personal issues, let me know. I can give you extended due dates: this is not ‘extra’ time but merely a replacement for time you may have lost to personal or family events, accidents or illness. **You need to communicate about this. DO NOT be late with the survey feedback or with the final project.**

If you have ongoing disabilities which impact your course work, please contact the Adaptive Educational Services office. This is described more fully at the end of the syllabus. Temporary and sudden medical or other issues can be handled by instructors, but ongoing accommodations need to go through AES in order to assure consistency.

**Revisions and late assignments:**

For any assignment on which you got a B+ or below, you can revise and resubmit **by the next week**. Assignment feedback will tell you specifically what you need to do.
Attendance

- **Engagement** is the word. You’ll be engaged with the concepts, the readings, the activities, and your class colleagues.
- LIS expectations are that each credit hour represents 1 hour of lecture/in-class and 2-3 hours of out of class work per week, averaged across the semester. A 15-week semester is crammed into 6 weeks in the summer: 2.5 weeks per week. This means this 3-credit course will occupy between **18 to 30** (preparing major projects) hours per week. If you read or write quickly or slowly, that will affect the amount of time you spend. Also, note that online courses can be more time-consuming than in-person courses, as typing is less efficient than speaking up....and ALL students will be ‘speaking up’ via postings. Online courses are very individual! They require individual effort.
- **Communication** and feedback: You will be responsible for checking and reading these several times a week: the Home page, course email (Inbox) and assignment feedback (comments, grades) . **Please do not use ‘comments’ in assignments to communicate: use email (Inbox).**
- All assignment directions, and all required materials, are linked in **Modules**. Go there first; do not directly access materials through Files or Assignments or Discussions.
- If I send an email, you should respond in no more than three days. If you send me an email, I will respond within 24 hours (sometimes sooner.) If there has been no response, **please email again. I would rather be reminded than fear I have forgotten or lost something.** I usually do not email after 7 pm most days and only email intermittently, on Sundays.

Coursework

All students should pay careful attention to unit and assignment instructions posted in the Modules (units), and on the Pages (the Front Page will change, with older Pages available). Keep the following in mind for all assignments:

- **Citation format:** Whenever an article, chapter, book, or other item is formally cited, students must use correct APA, MLA, or Chicago (Humanities or Author-Date) formatting. **Do not include website / database information unless the item is a webpage/born digital.** A “cheat sheet” is posted in Files. Honesty, clarity and consistency: that’s the goal in all ‘citing.’
- **Single-space** all assignments. This has two purposes:
  - Real life is single-spaced. Double-spacing, especially in the academic world, is an artifact of publishing history. Publishers required article and book manuscripts to be submitted in double-spacing so they could make editorial markings; teachers and professors did the same. The final product is printed in single-spacing.
  - Many students have difficulties with paragraphing. One idea, one paragraph. It is easier to visualize the format of one-idea if you can see the paragraphs/ text in its final format. See this document for some good help on this point: https://owl.english.purdue.edu/owl/resource/606/01/
- **You must document** the difference between YOUR writing and that of others. Use quote marks (not JUST a citation) whenever you are using the words of someone else. If you do not use quote marks, I will assume you want me to think of it as YOUR writing. If it is not, that is called **plagiarism.** Indiana University is part of Turnitin.com, which allows me to check for plagiarized
material in papers. Some students seem to plagiarize because of a mistaken assumption that stringing together excerpts from what they’ve read equals academic writing. Because this sort of “honest misunderstanding” should happen no more than once, all instances of plagiarism are reported to the department chair and the School so that repeat offenses can be detected. For this class, if you plagiarize through carelessness or misunderstanding, one time, at the least you will need to redo the assignment properly, for a lower grade, and at the most may fail the assignment. If you plagiarize repeatedly, you may be dismissed from the program.

See also the SOIC Code of Conduct, at the end. LIS students since 2013 complete an online tutorial about plagiarism as part of S401. Other students can see the link in the Code below.

◊ **Grading standards:** LIS faculty following these standards with respect to the course grade. Students should expect similar standards to be applied to particular assignments: that is, A assignments will be completed with both full mastery and high originality; B assignments will show solid understanding; Cs or below will be assigned when it is apparent that not all aspects of an assignment have been completed satisfactorily. SoIC expects graduate courses to be challenging enough that not all students will get an A.

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.

Students must receive at least a B- grade on all core courses. S505 cannot fulfill the research requirement unless a grade of B- or above is achieved.

The Comment field in Canvas will show your letter grade. The points will be assigned according to this system:

A grade on an assignment is assigned the percent/points corresponding to the center of the range: 98% for 95-100; 93% for 90-94 etc.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent range</th>
<th>Course total points***</th>
<th>5-point</th>
<th>10-point</th>
<th>15-point</th>
<th>30-point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+*</td>
<td>100</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Percent range</td>
<td>Course total points***</td>
<td>5-point</td>
<td>10-point</td>
<td>15-point</td>
<td>30-point</td>
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<tr>
<td>A</td>
<td>95-99</td>
<td>86-90</td>
<td>4.90</td>
<td>9.8</td>
<td>14.7</td>
<td>29.4</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>81-85</td>
<td>4.65</td>
<td>9.3</td>
<td>14.0</td>
<td>27.9</td>
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<tr>
<td>B+</td>
<td>85-89</td>
<td>77-80</td>
<td>4.40</td>
<td>8.8</td>
<td>13.2</td>
<td>26.4</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>72-75</td>
<td>4.15</td>
<td>8.3</td>
<td>12.0</td>
<td>24.9</td>
</tr>
<tr>
<td>B-**</td>
<td>75-79</td>
<td>68-71</td>
<td>3.90</td>
<td>7.8</td>
<td>11.9</td>
<td>23.4</td>
</tr>
</tbody>
</table>

*A+/100 is possible only on individual assignments, not for the course as a whole.

**Lower grades are calculated when needed. Remember! Any grade is better than a zero! Turn everything in!

***Canvas will show a final or running grade; this is not always correct and is NOT definitely your grade.

◊ **Disability 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
  
  - Learning disabilities means *any mental/physical/medical 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.

Campus policies: All IU and IUPUI policies and resources for students are available through a link in the Canvas course site.

<table>
<thead>
<tr>
<th>Type</th>
<th>Unit #</th>
<th>Name</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting</td>
<td>1</td>
<td>Usage data</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>Draft Survey</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>Survey responses</td>
<td>10</td>
</tr>
<tr>
<td>Posting</td>
<td>4</td>
<td>Interview questions</td>
<td>5</td>
</tr>
<tr>
<td>Exercise</td>
<td>5</td>
<td>Survey Exercise</td>
<td>15</td>
</tr>
<tr>
<td>Posting</td>
<td>6</td>
<td>Instruction / Program</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td>7</td>
<td>People Exercise</td>
<td>15</td>
</tr>
<tr>
<td>Exercise</td>
<td>8</td>
<td>Strategic Plan / Dashboard/ Paper</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>9</td>
<td>Final- Report</td>
<td>20</td>
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<tr>
<td>Final</td>
<td>10</td>
<td>Final- Analysis</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Comments</td>
<td>5</td>
</tr>
</tbody>
</table>

Total points: 90

The Timetable summarizes readings and topics; it provides an overview but not details.

**Statistics, Excel.** To be a successful evaluator, and to be numerically literate, you need basic knowledge of data management and summarization, including the use of Excel to organize raw data and provide
tabular and graphical summaries. Summaries, and visuals (charts) are required parts of the major assignments.

**Timetable**

Green bars are major exercises: do NOT wait until these weeks to work on them

White are normal read/do/post weeks

Blue bars have administrative notes and deadlines

Adjustments for the summer term:

Courses offered in the summer have the same goals and should contribute in the same way to your education. And not kill you in the meantime. There are 12 units (2 per week) vs. 15 for a normal semester. Here is a brief list of the adjustments I have made:

- You really need to know how to use Excel to enter data and to create graphs. There is an Excel Module that has some videos and materials. Check it out: there will not be time to learn this during the first part of the course, as is done in a normal term.
- Unit 3, May 3 on Summarizing Data will be pretty variable, depending on your background. There’s one layer that is essential for everyone (how to summarize and simplify data; what statistical testing is), but if you remember a statistics course and you use Excel already, you know this. If you find this very easy, there is an optional data visualization unit (Unit 3.1) and there is another optional collection / systems analysis unit. Data visualization can be thought of as ‘advanced summarizing.’
- The collection / systems analysis unit (Unit 8.1) covers citation/alt-metrics (for the academic library folks) and web metrics (for digital library operators and webmasters). I have explanations and readings, but you can skip it entirely.
- During the People Exercise unit (Unit 7) you will need to both learn, and use, one of three methods: mystery shopping, observation, or usability testing. You do just one, for the course, but the readings and explanations are there for all three.
- The Final Project is turned in in two sections, so that you have time to read and comment on the work of others.

<table>
<thead>
<tr>
<th>Due dates</th>
<th>Topic, readings, activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-term</td>
<td>Check Excel Skills (Module)</td>
</tr>
<tr>
<td></td>
<td>Video-1: Summarizing survey data</td>
</tr>
<tr>
<td></td>
<td>Video-2: Excel graphs</td>
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<tr>
<td></td>
<td>These videos are optional if you are familiar with Excel.</td>
</tr>
<tr>
<td>May 9</td>
<td>Summer Session I courses begin</td>
</tr>
<tr>
<td>May 10</td>
<td>Unit 1: Introductions, Data, Evaluation Usage (circulation etc.)</td>
</tr>
<tr>
<td>Wed. and</td>
<td>Readings:</td>
</tr>
<tr>
<td>May 12</td>
<td>1.1 PET Introduction</td>
</tr>
<tr>
<td></td>
<td>Discussion 0: <strong>WEDNESDAY!</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
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<td>------------</td>
<td>------------------------------------------------------------------------</td>
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</tbody>
</table>
| May 16     | Unit 2: Survey DESIGN                                                  | **Readings:**  
  2.1 PET ch1, Surveys: pages 1-13 (up to “Administering”)  
  2.2 Sample survey packet  
  And EITHER:  
  OR:  
| May 19     | Unit 3: Summarizing data and Statistical testing                       | **Readings:**  
  3.1 PET Ch. 2, Surveys, Analyzing Results, pp. 15-22,  
  3.2 PET Ch. 3, Summarizing and Analyzing Data, p. 144-145 Detect and Describe  
  3.3 PET Afterward: How to Handle Numbers, p.188-189  
  also: your own Survey spreadsheet (these are supplied AFTER you have drafted and posted your surveys))  
  **Discussion 3: Respond to surveys in your group** |
| optional   | Unit 3X Data Visualization optional                                    | **Readings:**  
| May 22     | refund period ends                                                     |                                                                                                                                                                                                                                                                                                                                          |
| May 23     | Unit 4: Interviews and focus groups                                     | **Readings:**  
  4.1 PET Ch. 1, pp. 23-36, Interviews and Focus Groups  
  EITHER:  
  OR:  
  4.2.b (public library) Antell, Karen. "Why Do College Students Use Public Libraries? A |
<table>
<thead>
<tr>
<th>May 26</th>
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<tbody>
<tr>
<td><strong>Unit 5:</strong>  <strong>Survey Exercise</strong></td>
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<td>May 30</td>
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| **Unit 6:**  Instruction //OR// program evaluation  
  Optional:  www.shapingoutcomes.org |
| **Readings:**  
  **Instruction:**  
  6-Inst.1 PET Instructional Evaluation, pp. 46-57  
  6.Inst.3 Burkhardt, Andy and Sarah Faye Cohen. "'Turn Your Cell Phones On': Mobile Phone Polling as a Tool for Teaching Information Literacy." *Communications in Information Literacy* 6, no. 2 (2012): 191-201.  
| **Program Evaluation:**  
  6-Prog.1  **Shaping Outcomes**  Choose “Course” then Module 1 (overview).  
  6-Prog.2  PET Instructional Evaluation, pp. 46-57, especially observation/rubrics and event surveys  
| **Discussion 6:**  Post outcome and measurement |
| June 2  |
| **Unit 7:**  **People Exercise**  
  Mystery Shop OR Observation OR Usability Test  
  Choose one. Read directions, do readings, do exercise assignment. |
| **Mystery Shop (7-MS)**  
  **Readings:**  
  7-MS.1 PET Ch. 1, Mystery Shopping, pp. 73-76  
| **Observation (Tallies) (7-Obs)**  
  7-Obs.1 PET Ch. 1, Observation, pp. 58-68  
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 6</td>
<td><strong>Unit 8: Collections: Mapping, Quality, Strength, Circulation</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>8.1 PET Ch. 2, “Collection Mapping” pp. 94-101</td>
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<tr>
<td></td>
<td><strong>Discussion 8</strong></td>
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<tr>
<td></td>
<td>Amazon and OCLC</td>
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<td></td>
<td><strong>optional</strong></td>
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<td></td>
<td>8X-Collections Plus: Citations-Altmetrics, and Web Analytics</td>
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<td></td>
<td>Citations (8X-C)</td>
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<tr>
<td></td>
<td>8X-C.1 PET Ch. 2, “Citation Analysis” 87-93</td>
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<tr>
<td></td>
<td>Web Analytics (8X-Web)</td>
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<tr>
<td></td>
<td>8X-Web.1 PET Use Analysis pp. 102-111</td>
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<tr>
<td></td>
<td>8X-Web.2 “Circulation and the Future Debate” (from ARL-ASSESS, 2015)</td>
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<tr>
<td></td>
<td>8X-Web.3 “ACRL Survey lines 25 and 63” (from ARL-ASSESS, 2017)</td>
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<td></td>
<td>8X-Web.4 ProQuest: COUNTER Reports Information [Proquest Support]</td>
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<td>Feb. 20, 2014</td>
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<tr>
<td>June 9</td>
<td><strong>Unit 9</strong></td>
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<tr>
<td>Friday</td>
<td><strong>Thing Exercise</strong></td>
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<td></td>
<td>List-checking plus one other</td>
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<td></td>
<td><em>Proposal for Final Project also due!!!! Send proposal, sign up for discussion time</em></td>
</tr>
<tr>
<td>June 13</td>
<td><strong>Unit 10</strong></td>
</tr>
<tr>
<td></td>
<td>Strategic Plan Metrics /OR/ Dashboard Design / OR/ Paper</td>
</tr>
</tbody>
</table>
June 22nd Grades DUE

The LIS program will have a booth, staffed by faculty and students, at the ALA annual conference in Chicago, June 23-26th. Please see if you can stop by Saturday or Sunday, and attend the Alumni reception (time TBD).

### IUPUI Campus Policies and Resources

In Canvas, see the left menu:
Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are required to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing. This requirement has three exceptions: (a) The student has withdrawn from the course; (b) only one student is enrolled in the section (in which case anonymity is impossible); and (c) the section is a laboratory that must be taken with a course having a different section number. 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. The LIS department utilizes the campus-based BLUE system. You will receive a notification from the Academic Affairs office regarding the opening and closing of the course evaluations; reminders are only sent to those who have not completed the evaluation.

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. For this course, use Canvas email. For any other questions, use: rapplega@iupui.edu

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 IU Code of Student Rights. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. 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

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.
   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, calculators, computers, and wireless communication devices.

b. 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.

c. 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.

d. 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.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

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 or program to whom the work is being submitted.

h. 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.

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   b. 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.

4. 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.

5. 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.

6. **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.

**Administrative 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.

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**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.