

S511: Database Design

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis

Fall 2020

Section No.: 28187
Credit Hours: 3
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Prerequisites: *School of Informatics and Computing Students:*
INFO I501 or INFO B506 or INFO B519 or INFO B530 or INFO H541
Library and Information Science Students:
S500, S501, S502, and S503
Instruction mode: Online Asynchronous

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COURSE DESCRIPTION

Concerned with a comprehensive view of the processes involved in developing formal access to information from a user-centered point of view. Considers various database models such as flat file, hierarchical, relational, and hypertext in terms of text, sound, numeric, image, and geographic data. Students will design and implement databases using several commercial database management systems.

EXTENDED COURSE DESCRIPTION

Database Design is a three-credit course that is concerned with a comprehensive view of the processes involved in developing formal access to data and information from a user-centered point of view. The course will introduce you to technical skills, theoretical concepts, and critical data issues on database design, management, and related socio-technical and ethical concerns. As an introduction to the area, we will cover basic database models and review different systems, which will support your future career in data as a data scientist, machine learning engineer, business analyst, solutions architect, business intelligence developer, etc.

MATERIALS AND RESOURCES

Required Textbooks

1. **Coronel, C., & Morris, S. (2017). Database systems: Design, implementation, and management (12th ed.). Boston, MA: Cengage Learning.**

This text is expensive. I apologize for the cost, but it is of superior quality. I reviewed over five texts, and none compared regarding quality, clarity, and instructional support (e.g., sample databases, sample SQL statements).

A note on older editions: I have reviewed the detailed tables of contents for the 9th, 10th, and 11th editions. It seems that these editions align very closely with our 12th edition text, and they may be a fine substitute at a much lower cost. Consider buying them used or renting them.

The most recent edition is the 13th edition, but I am not using it. I will refer to examples and sample files from the 12th edition, and some of our homework will come from the 12th edition. Concerning the sample files and homework questions, I will make them accessible to you so that you do not need the 12th edition text.

2. **Limeback, R. (2008). Simply SQL. Collingwood, AUS: SitePoint.**

This text is widely available used at a low cost, usually for less than \$7. An eBook copy is available via IUCAT using your IU account.

However, the electronic copy is a single-user edition, which means that if one student selects “check out” on the ebook, it will be unavailable to all. However, if students do not select “check out,” multiple users will be able to read it online and/or print chapters.

3. **Kitchin, R. (2014). *The data revolution: Big data, open data, data infrastructures, and their consequences*. Los Angeles, CA: SAGE Publications.**

An eBook copy is available via IUCAT using your IU account.

Recommended Readings and Resources

Other book chapters, journal articles, miscellaneous readings, and media listed in the weekly modules are either openly accessible or available through eReserves associated with our online course site. I will make these available via Canvas.

Recommended Texts

The following text is *recommended* and may help you to be successful in this course:

- Beighley, L. (2007). *Head first SQL*. Sebastopol, CA. O’Reilly Media. Available via IUCAT.

Recommended Resources

The following resources are *highly recommended* and may help you to be successful in this course:

- IU IT Training workshop materials (look for Access and SQL items):
<https://ittraining.iu.edu/downloads/>
- Books 24x7 IT Pro: <https://ittraining.iu.edu/learningoptions/books24.aspx>
- W3schools SQL Tutorial: <http://www.w3schools.com/sql/>
- Code School: <https://www.codeschool.com/courses/try-sql>
- Khan Academy: <https://www.khanacademy.org/computing/computer-programming/sql>
- Code Academy: <https://www.codecademy.com/learn/learn-sql>
- Lynda.com Access tutorials: <https://www.lynda.com/Access-training-tutorials/140-0.html>
- Lynda.com SQL tutorials: <https://www.lynda.com/SQL-training-tutorials/446-0.html>

Some self-paced tutorial sites require you to create an account. Lynda.com videos are available at no charge by signing into the organizational portal and using iupui.edu as the organization name.

Technology

Basics

Internet and computer access is required. Your Internet speed should sufficiently support uploading and downloading of large file sizes. Your computer should be up-to-date with the latest operating system to support the required applications listed below; it should also have anti-virus software. The latter is especially important given the fact that we will be sharing files between ourselves. You also need a microphone; a webcam may be useful but it is not necessary.

Course Site

We have access to a [Canvas course site](#). I will use this site as a way to post updates, store documents, receive assignments, and for online learning activities, among other things. It is your responsibility to review the course site multiple times a week.

Required Applications

The following applications are required for you to participate successfully in this course. I will not make accommodations for alternative applications, because these are directly related to exercises, assignments, and learning objectives.

1. Kaltura

We will use Kaltura to create and share screencasts, as well as your final Virtual Symposium presentation. Screencasts can capture our desktop and applications as we interact with them, which allows us to demonstrate our processes and technical questions in an easy way. Kaltura is available for free using your IU account.

To capture your desktop, you will need to use [Kaltura](#), which is free and available for PC and Mac users. You can manage all of your recordings by logging in and going to your media page. Once you've created some media, you can share it. Watch this instructional screencast to find out how.

Here are instructions on how to use Kaltura with Canvas: <https://uits.iu.edu/kaltura>

2. Microsoft Access 2013

We will use Access for some of our database exercises.

For PC: Access is available to download for free within the Microsoft Office 2013 package via the IUware software system at <https://iuware.iu.edu/Windows/title/1786>.

For Mac users: Access is available for free using the IUanyware desktop virtualization platform available at <https://iuanyware.iu.edu/>. See the following knowledgebase document for help: <https://kb.iu.edu/d/bclt>

Note that you must have an Internet connection to use IUanyware.

3. MySQL

We will use MySQL for some of our database exercises. MySQL is available for free using the IUanyware desktop virtualization platform available at <https://iuanyware.iu.edu/>. See the following knowledgebase document for help: <https://kb.iu.edu/d/bclt>. Note that you must have an Internet connection to use IUanyware.

4. Microsoft Visio 2013

We will use Visio to create entity relationship diagrams using Crow's Foot notation.

For PC and Mac users: Access is available for free using the IUanyware desktop virtualization platform available at <https://iuanyware.iu.edu/>. See the following knowledgebase document for help: <https://kb.iu.edu/d/bclt>. Note that you must have an Internet connection to use IUanyware.

5. **Other Entity-Relationship Diagramming Software**

We will be creating entity-relationship diagrams using Crow's Foot notation. While Microsoft Visio is the industry standard, we will also examine two free ERD software programs. Draw.io can be downloaded here: <http://draw.io>. ERDPlus can be downloaded here: <https://erdplus.com/>.

6. **Pulse Secure Virtual Private Network (VPN)**

We *may* need to use Pulse VPN to access SoIC server resources. The VPN creates an encrypted network connection, which protects the data your computer transmits and receives over the internet, enabling secure remote access to restricted online resources. Pulse can be accessed here: <https://kb.iu.edu/d/aygt>.

7. **Zoom**

We will use Zoom for meetings. This is a web-conferencing application that allows us to share our desktops, applications, microphones, and webcams. The URL to our Zoom room is available on Canvas. Zoom can be accessed here: <https://uits.iu.edu/zoom>.

8. **Anaconda**

I will use Anaconda, a free and open-source distribution of Python, in the final module of the course as we look at data science topics. If you prefer to use a different Python tool, you are free to do so. Anaconda can be downloaded here: <https://www.anaconda.com/products/individual>

ASSESSMENTS AND SCHEDULE

Assessments Details

Assessment	Description	Due Date	Points
Module Assignments	<ul style="list-style-type: none"> • Students will complete weekly assignments that assess their understanding of each module. • Assignments will be in various forms such as quizzes, discussions, and exercises. 	<ul style="list-style-type: none"> • Modules will be made available on each Monday • Homework is due by 11:59 PM on the following Sunday 	40
Discussion	<ul style="list-style-type: none"> • Students will participate in student-led discussions focused on Rob Kitchin's <i>The Data Revolution</i>. • Students will lead one module of discussion to set the focus and moderate the conversation. 	<ul style="list-style-type: none"> • Initial leader posts are due by 11:59 PM on the Wednesday of the module • Response posts are due by 11:59 PM on the following Sunday 	20
Data Book	<ul style="list-style-type: none"> • In lieu of a final exam, the data book is the final project of the course. • Students will write a database narrative and develop a comprehensive entity relationship diagram. • Students will use their database narrative and entity relationship diagram to inform the creation of an actual database. • Students will present their data book and respond to their peers' work in a discussion. 	<ul style="list-style-type: none"> • A detailed schedule can be found on Canvas. The major deadlines are outlined below. • Narrative – Oct 18, 2020 11:59 PM • Diagram – Nov 15, 2020 11:59 PM • Database & Presentation – Dec 16, 2020 11:59 PM • Peer Review – Dec 20, 2020 11:59 PM 	40
Total Points			100

Learning Outcomes

The following course learning outcomes describe what students can expect to learn and do at the completion of the course. These outcomes are informed by the RBT and are aligned with PGs and PGPLs. Each outcome is mapped to the assessments described below.

Upon completion of this course, students will	PLO	PGPL	RBT	Assessment
Design and implement relational databases using tables, keys, relationships, and SQL commands to meet user and operational needs.	3, 5	1	6	1, 3
Diagram a relational database design with entity–relationship diagrams (ERDs) using crow’s foot notation to enforce referential integrity.	3, 5	1, 3	6	1, 3
Evaluate tables for compliance to third normal form and perform normalization procedures on noncompliant tables.	5	1	5	1, 3
Write triggers to handle events and enforce business rules and create views within a relational database.	5	1	6	1, 3
Formulate queries in relational algebra using selection, projection, restriction, Cartesian product, join, and set operators.	5	1	4	1, 3
Demonstrate an understanding of the data lifecycle, including data curation, stewardship, preservation, and security.	3	1	5	1, 2, 3
Evaluate the social and ethical implications of data management.	1	1, 2, 4	5	1, 2, 3
Design and implement relational databases using tables, keys, relationships, and SQL commands to meet user and operational needs.	3, 5	1	6	1, 3

Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – **Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**
4. Meet all ethical standards established for the discipline

LIS Program Learning Outcomes (PLO)

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

Course Schedule

This course covers 16 weeks (including finals week) and follows the [Fall 2020-2021 Academic Calendar](#). Thirteen of those weeks include substantive content; three weeks account for the intro to the course, a week of one-on-one meetings with me, and finals week. The semester has been broken down into four thematic units with their own interconnected modules.

Further details on modules and course schedule can be found on the course's Canvas site.

Unit	Module	Module Name
Unit 1 - Database Concepts		
1	1	Introduction
1	2	Database Systems & Data Models
1	3	Relational Databases
Unit 2 - Design Concepts and Management		
2	4	Entity Relationship Modeling
2	5	Advanced Data Modeling
2	6	Database Normalization
Unit 3 - Data Access and Reporting Using Structured Query Language (SQL)		
3	7	Introduction to SQL – Part 1
3	8	Introduction to SQL – Part 2
3	9	Querying for Data Visualization
3	10	Advanced SQL
Unit 4 – Advanced Database Topics		
4	11	Advanced Database Design
4	12	Business Intelligence and Data Warehouses
4	13	Big Data and NoSQL
4	14	Topics in Data Science

EXPECTATIONS, GUIDELINES, AND POLICIES

Deliverables

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or supplementary documents accessible through Canvas. In fairness to both me 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.

Your Questions, Concerns, and Comments

Please do not hesitate to contact me with any questions. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.). If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at uits.iupui.edu or 317-274-HELP. All course announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

Attendance

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities. This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with me at any time.

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 assignments, quizzes, and projects on time, which is your attendance.

Incompletes

Incompletes are not automatically granted. You may arrange a grade of "I" or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor's discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. More information can be found here: [Student Central Incompletes](#)

GRADING SCALE

Grade	Description
A (100% to 96%)	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- (95.9% to 90%)	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ (89.9% to 87%)	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 (86.9% to 84%)	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (83.9% to 80%)	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- (79.9 % to 70%)	Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F (69.9 % >)	Student has failed the course. An incomplete is not an available option.

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).

MLIS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to meet the program outcomes.

See [M.L.I.S. Program goals](http://soic.iupui.edu/lis/master-library-science/learning-outcomes/): (soic.iupui.edu/lis/master-library-science/learning-outcomes/)

ALA CORE COMPETENCIES

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competencies of Librarianship](#)

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 of Student Rights](#).

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests](#).

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.

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:
 - directly quoting another person's actual words, whether oral or written;
 - using another person's ideas, opinions, or theories;
 - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - borrowing facts, statistics, or illustrative material; or
 - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
 - c. **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.
 - d. **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.
 - e. **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.

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. 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. Learn more at [IUPUI Administrative Withdrawal Policy \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.
5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu.

For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)

6. **Course evaluations:** 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 in Canvas (Course Questionnaire). 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.
7. **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. 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: [Adaptive Educational Services \(AES\) \(diversity.iupui.edu/offices/aes/index.html\)](http://diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU \(protect.iu.edu/emergency-planning/emergency-contact/iupui.html\)](http://protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies \(policies.iu.edu/categories/academic-faculty-students.html\)](http://policies.iu.edu/categories/academic-faculty-students.html).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Register: Get ready to take classes \(studentcentral.iupui.edu/register/index.html\)](http://studentcentral.iupui.edu/register/index.html).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [You have the right to observe religious holidays \(studentcentral.iupui.edu/calendars/holidays/index.html\)](http://studentcentral.iupui.edu/calendars/holidays/index.html).
13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence \(stopsexualviolence.iu.edu/\)](http://stopsexualviolence.iu.edu/)
15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center,

Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit [Office of Student Advocacy and Support \(studentaffairs.iupui.edu/advocacy-resources/index.html\)](http://studentaffairs.iupui.edu/advocacy-resources/index.html).

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.