COURSE DESCRIPTION

Management and administration of public libraries, including specific material related to organization structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of a community environment.

REQUIRED READINGS AND RESOURCES

- There are no required textbooks. Required readings, resources, and videos are assigned each week. The majority of readings are available online via the Internet or university databases: IUPUI Main Library database A-Z list (iupui.campusguides.com/az.php). We will also use a variety of library resources: IUPUI Main Library (ulib.iupui.edu).
- Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:
  - For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training (edu/explore-topics/show-all/index.html).
  - For additional software training materials, go to UITS IT Training: Skillsoft (edu/skillsoft/).
REQUIRED SOFTWARE

Assignments will be completed using Office 365 software.

- Office 365 (https://uits.iu.edu/office365) is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office. See About Microsoft Office 365 at IU (https://kb.iu.edu/d/bexq) For more details, see How to get university-licensed software at IU? (https://kb.iu.edu/d/aclo)

TEACHING AND LEARNING METHODS

Active learning (AL), project-based learning (PBL), reading guides, and asynchronous use of Canvas.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

The revised Bloom’s taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom’s taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom’s taxonomy knowledge (RBTK) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

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)**

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. There are four PGPLs:

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

The LIS Department met on 6 October 2020 and expressed a desire to include the ACRL Framework for Information Literacy in our syllabi. NOTE: Not every outcome will have a corresponding Framework

**Framework for Information Literacy (FIL)**

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum.

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to Framework for Information Literacy for Higher Education (www.ala.org/acrl/standards/ilframework)

**MLIS Program Learning Outcomes (PLOs)**

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information.

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

ASSESSMENTS DETAILS

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

- The Discussions assess student understanding of specific course concepts.
- The Community Needs Assessment assesses research skills and skills acquisition.
- The Managing People Assignment assesses the application of management and organizational theory.
- The Policy and Procedures Assignment assesses the student understanding of ethical and professional standards.
- The Accelerating Digital Inclusion Initiative Program Assignment assesses student comprehension and the application of course concepts.

DISCUSSIONS & ASSIGNMENTS

- There are many opportunities for learning in this course. Everything you do for this class is an opportunity to learn, all assignments attempted, every article you read from the course list, every new article you find, posts made to discussion forums, comments made on others posts.
- Knowledge sharing is an important part of management and therefore is an important part of this class. In most of the discussions, you must first post before you can see any of the other posts.
- There are eleven graded discussions. Late posts will not be counted for discussions. The discussions are intended to replace in-class discussion; therefore, everyone is expected to participate that week. Participating after the fact is like talking to yourself which can be rewarding but not in the case of the course. Discussion posts are graded on the following criteria: following instructions, answering all aspects of the prompt, posting early enough so that others can respond to you (again talking to yourself does not count), responding to others, and citing and integrating the readings into your posts.
- All discussions and paper assignments are due by 11:59 pm EST on the date listed in the syllabus and online course. Late work will result in points taken off. Please contact me directly with emergencies or any questions.
- Papers will be prepared in accordance with the APA (American Psychological Association) style available at https://apastyle.apa.org/style-grammar-guidelines/paper-format. Although APA requires an abstract, since all your papers are short, no abstract of the paper is required. Additional information with sample citations for citing print, as
well as, electronic sources is provided at
http://owl.english.purdue.edu/owl/resource/560/01/.
• All material quoted or paraphrased from another source must be properly cited.
• Assignments are to be submitted through Canvas.

GRADE ALLOCATION

There is a total of 320 points possible. Minimum learning points needed for each letter grade:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>A</td>
</tr>
<tr>
<td>290</td>
<td>A-</td>
</tr>
<tr>
<td>280</td>
<td>B+</td>
</tr>
<tr>
<td>265</td>
<td>B</td>
</tr>
<tr>
<td>250</td>
<td>B-</td>
</tr>
<tr>
<td>235</td>
<td>C+</td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES
Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>RBT</th>
<th>PGPL</th>
<th>FIL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and discuss key issues, developments, and trends in the evolution of the public libraries in general and within the state of Indiana</td>
<td>4</td>
<td>7, 8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Evaluate the mission, goals, objectives, and functions of today’s public libraries</td>
<td>5</td>
<td>7, 8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Utilize planning skills for public libraries with regards to staffing, technology, products and services</td>
<td>4</td>
<td>9, 10</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Establish criteria and methods for assessing community needs, for measuring and evaluating library effectiveness, and for promoting and financing services</td>
<td>5</td>
<td>7, 9</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Apply key principles of management and organizational theory and apply them to public library practice</td>
<td>6</td>
<td>7, 9</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**PROGRAM LEARNING OUTCOMES**

This course supports the achievement of the following:

1. Approach Professional Issues with Understanding
   - Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   - Anticipate emerging trends and respond proactively
2. Assist and Educate Users

- Analyze and identify the information needs of diverse communities of users
- Educate users and potential users to locate, use, and evaluate information resources and tools
- Analyze and evaluate information systems and services in a variety of settings

3. Manage and Lead Libraries and Other Information Organizations

- Perform basic managerial functions, including planning, budgeting, and performance evaluation
- Communicate effectively to a variety of audiences

4. Use Research Effectively

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

### OVERVIEW OF ASSIGNMENTS, POINT VALUES, AND DUE DATES

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductions &amp; Social Responsibility Discussions</td>
<td>10</td>
<td>Week 1: 1/24/2021</td>
</tr>
<tr>
<td>Advocacy Discussion</td>
<td>10</td>
<td>Week 2: 1/31/2021</td>
</tr>
<tr>
<td>Community Needs Discussion</td>
<td>10</td>
<td>Week 3: 2/7/2021</td>
</tr>
<tr>
<td>Legal Issues Discussion</td>
<td>10</td>
<td>Week 4: 2/14/2021</td>
</tr>
<tr>
<td>Community Needs Assessment Assignment</td>
<td>50</td>
<td>Week 5: 2/21/2021</td>
</tr>
<tr>
<td>Management Style Discussion</td>
<td>10</td>
<td>Week 6: 2/28/2021</td>
</tr>
<tr>
<td>Managing People Steps 1 to 5</td>
<td>5</td>
<td>Week 7: 3/14/2021</td>
</tr>
<tr>
<td>Managing People Step 6 (Discussion)</td>
<td>10</td>
<td>Week 8: 3/21/2021</td>
</tr>
<tr>
<td>Managing People Assignment</td>
<td>50</td>
<td>Week 9: 3/28/2021</td>
</tr>
<tr>
<td>Budget Exercise Discussion</td>
<td>20</td>
<td>Week 10: 4/4/2021</td>
</tr>
<tr>
<td>Managing Conflict Discussion</td>
<td>10</td>
<td>Week 11: 4/11/2021</td>
</tr>
<tr>
<td>eGovernment Discussion</td>
<td>15</td>
<td>Week 12: 4/18/2021</td>
</tr>
<tr>
<td>Internet, Wireless, and Online Privacy Policies &amp; Procedures</td>
<td>10</td>
<td>Week 13: 4/25/2021</td>
</tr>
<tr>
<td>Accelerating Digital Inclusion Initiative Program Assignment</td>
<td>75</td>
<td>Week 14: 5/2</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE

WEEK 1 – January 13 - 19, 2022

History and Future of Public Libraries | Social Responsibility

READ


REVIEW

- Core Values of Librarianship, [http://www.ala.org/advocacy/intfreedom/corevalues](http://www.ala.org/advocacy/intfreedom/corevalues)
- Library Bill of Rights, [http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm](http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm)

VIEW


*DUE by January 19: Introductions and Social Responsibility Discussions*

WEEK 2 – January 20 - 26, 2022

Advocacy and Funding
READ


REVIEW


VIEW


DUE by January 26: Funding Discussion

WEEK 3 – January 27 - February 2, 2022

Community Needs, Engagement, and Assessment

READ


REVIEW


VIEW


DUE by February 2: Plan for Advocacy

WEEK 4 – February 3 - 9, 2022

Library Governance & Legal Issues

READ

REVIEW

- Duties of the Library Director and Board. (2020, October 5). Retrieved December 1, 2020, from pdf (in.gov)

VIEW

- SJCPL Library Board Meeting 4.27.20, St Joseph County Public Library, 28 Apr. 2020, youtu.be/zKrM90hnN28.

*DUE by February 9: Legal Issues Discussion*

**WEEK 5 –February 10 - 16, 2022**

**Strategic Planning & Partnerships**

READ


REVIEW

- “Community Collaboration.” Oak Park Public Library, Oak Park Public Library, 20 Apr. 2020, oppl.org/about/community-collaboration/.

VIEW


*DUE February 16: Needs Assessment Assignment*
Week 6 –February 17 - 23, 2022

Organizational Structures & Management Styles

READ


Review


VIEW

- “Leading with Compassion during the COVID-19 Crisis.” YouTube, 24 Apr. 2020, youtu.be/7RPC7j5JQVU.

*DUE February 23: Management Style Discussion*

Week 7 –February 24 - March 2, 2022

Direct Supervision & Mentoring

READ

**REVIEW**

- Professional Ethics http://www.ala.org/tools/ethics

**VIEW**


*Due March 2: Managing People - Steps 1 to 5*

**Week 8 – March 3 - 9, 2022**

**Performance Evaluation & Professional Development**

**READ**

Week 9 – March 10 - 16, 2022 - Spring Break

Week 10 - March 17 - 23, 2022

Interviewing

READ

- Making the good hire: Updating hiring practices for the contemporary multigenerational workforce, part one. *Library Administration and Management, 22*(2), 92-98.

REVIEW


DUE March 23: Cover Letter & Resume

Week 11 – March 24 - 30, 2022
Facilities

READ


REVIEW


DUE March 30: Managing People Assignment

Week 12 – March 31 - April 6, 2022

Budgeting

READ


REVIEW

- Crawfordsville District Public Library: Board Report and Budget.pdf
Week 13 – April 7 - 13, 2022

Conflict Resolution & Decision Making

**READ**

- Worksheet for Ethical Decision Making: [Worksheet for Ethical Decision Making.doc](#)
- Hale, V., & Haertl, J. (2016, Spring). Surviving a bully at work: teens aren't the only ones who are bullied, learn about policies and procedures you need to have in place in order to manage bullying situations in the workplace. *Young Adult Library Services, 14*(3), 36+. [https://link.gale.com/apps/doc/A450999087/SPJ.SP14?u=nypl&sid=SPJ.SP14&xid=570f5359](https://link.gale.com/apps/doc/A450999087/SPJ.SP14?u=nypl&sid=SPJ.SP14&xid=570f5359)

**DUE April 13: Managing Conflict Discussion**

Week 14 – April 14 - 20, 2022

Technology

**READ**


**REVIEW**

- ReadersFirst Guide to Library E-Book Vendors

*DUE April 20: eGovernment Discussion*

**Week 15 –April 21 - 27, 2021**

**Policies & Procedures, Customer Service**

**READ**


**REVIEW**
- State of America’s Libraries.  

**DUE April 27: Internet, Wireless, and Online Privacy Policies and Procedures Assignment**

**Week 16 – April 26 - May 2, 2021**

**READ**

  [https://scholarworks.iupui.edu/bitstream/handle/1805/27022/Kim%20and%20Copeland%20202021.pdf?sequence=1](https://scholarworks.iupui.edu/bitstream/handle/1805/27022/Kim%20and%20Copeland%20202021.pdf?sequence=1)

**REVIEW**

- Public Libraries and Digital Inclusion Research Report:  

**DUE May 2: Accelerating Digital Inclusion Program Assignment**

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 100 % to 96.0% | }
A-
95.9 % to 90.0%
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 87.0%
Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all Modules as defined in the course syllabus.

B
86.9 % to 84.0%
Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B-
83.9 % to 80.0%
Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ through C-
79.9 % to 70.0%
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).

EXPECTATIONS, GUIDELINES, AND POLICIES

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 the instructor 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 and projects on time, which is your attendance.

Incompletes

- 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. See: IUPUI Registrar: Grade of Incomplete (registrar.iupui.edu/incomp.html).

Deliverables

- You are responsible for completing each deliverable (e.g., Module) 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.

Your Questions, Concerns, and Comments

- Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor 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 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

MLS 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 L.I.S. Program goals: (soic.iupui.edu/lis/master-library-science/learning-outcomes/).

ALA MLS 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 Competences of Librarianship (ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf).

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 (studentcode.iu.edu/).
• All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (indiana.edu/~academy/firstPrinciples/).
• 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.

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;

- paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

1. borrowing facts, statistics, or illustrative material; or
2. 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.
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 (iupui.edu/withdrawal-policy.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/).

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) (iupui.edu) 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).

10. IUPUI COURSE POLICIES
Several campus policies governing IUPUI courses may be found at IUPUI Course Policies (registrar.iupui.edu/course_policies.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 Administrative Policy: No Class Attendance without Official Enrollment (iupui.edu/official-enrollment-class-attendance.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 IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.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 (iu.edu/)

15. STUDENT ADVOCATE

The Student Advocate 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 Division of Student Affairs(studentaffairs.iupui.edu/advocate)

IUPUI COURSE POLICIES

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

See the Important Supplement for IUPUI Syllabi (.pdf). A link to this document is also automatically included in each Canvas course as “Syllabus Supplement.” This supplement covers:

- IUPUI Policy on Disability Accommodations
- IUPUI Policy on Religious Holidays
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.