LIS 585: Archival Appraisal and Management

Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2019

Section No.:  
Credit Hours: 3  
Instructor: Dennis Riley  
Email: rileydr@iu.edu  
Prerequisites: S500 and S581  
Instruction mode: This course is offered online only

COURSE DESCRIPTION

Appraisal is often considered the most important process of developing an archive, but without agreed upon standards, how does one go about deciding what has permanent value? Incorporating a strong theoretical foundation with practical approaches, we will explore our responsibilities to our profession, to the documentary heritage we steward, and the communities we serve.

EXTENDED COURSE DESCRIPTION

This course explores the archivist's most important responsibility: appraisal. Students survey the theories, techniques, and methods that archivists use to identify documents and other materials of enduring value for long-term preservation, access, and use. Students have the opportunity to explore why archival materials are being accepted (or selected) for an archive; how society or an organization is "documented"; how archival materials are being used, by whom they are used, and why. Students will also study the history of appraisal and compare divergent contemporary approaches and study the work of various repositories. Emphasis is placed on professionally responsible accountability to contemporaries and the future. By the end of the class, students are able to conduct an appraisal analysis and design an appraisal or acquisition policy for a collecting institution to serve the archives larger mission.

Required Readings/Resources


Both books are available at a discount to SAA members.

Any additional readings will be available online via Canvas or university databases: IUPUI Main Library database A-Z list (iupui.campusguides.com/az.php)

**Recommended Readings/Resources**

The Acquisitions & Appraisal Section of the Society of American Archivists maintains a good bibliography related to the topics covered in this course: [https://www2.archivists.org/groups/acquisitions-appraisal-section/bibliography](https://www2.archivists.org/groups/acquisitions-appraisal-section/bibliography)

Major journals, conferences, and resources for the class also include:

- The American Archivist
- Archival Issues: Journal of the Midwest Archives Conference
- Archival Outlook
- Archival Science: International Journal on Recorded Information
- Archivaria
- Archives and Manuscripts
- Archives and Museum Informatics
- Bulletin of the Australian Society of Archivists
- Comma: International Journal on Archives
- The Information Management Journal
- Journal of Archival Organization
- Journal of the American Institute for Conservation
- Journal of the Society of Archivists
- Manuscripts
- The Mid-Atlantic Archivist
- Prologue: The Journal of the National Archives
- Provenance
- Rare Books and Manuscripts Librarianship
- RBM: a journal of rare books, manuscripts, and cultural heritage
- Records Management Journal
- UNESCO Journal of Information Science, Librarianship and Archives Administration

**Required Software**

You have three sources for software: IUware, IUanyWare, Office 365

- [IUware](https://iuware.iu.edu/) allows students, faculty, and staff to download software at no charge. See: What is IUware? [https://kb.iu.edu/d/agze](https://kb.iu.edu/d/agze)
- [IUanyWare](https://uits.iu.edu/iuanyware) uses a web browser or mobile app to run certain IU-licensed software applications without your needing to install them on your device. See What
is IUanyWare https://kb.iu.edu/d/bbbr (Note: You will be asked to download and install Citrix Receiver the first time you use the full service.)

- **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**

**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:

1. **Essays and Papers** assess student comprehension and expression of course concepts.
2. **Exercises** assess comprehension and skill acquisition.

**Paper (20 points):** After reading and learning about the basic foundations and theories underlying appraisal you will write a paper (3-5 pages) reflecting your views of the respective strengths and weaknesses of these varying approaches.

**Collection Policy Essay (15 points):** You will analyze the collection policies of a number of repositories (2-4) of your choosing and present your views as to how they reflect appraisal and selection approaches, highlighting any particular strengths or gaps.

**Reflection Essays (10 points each):** You will write an essay (1-2 pages) presenting your thoughts on each of the following: ethics case studies, social responsibility/power dynamics of archives, and management considerations.

**Mini-Appraisal Exercise/Discussion (5 points):** Students will collectively discuss an appraisal/selection/re-appraisal scenario and present their views as to an appropriate course of action.

**Appraisal Team Exercises (30 points):** In part 1, each of you will choose an appraisal case study from those provided and present your recommendations to the team as to what records should be considered archival. In part 2, the rest of the team will challenge or support your
recommendations (which you are encouraged to defend) in order to arrive at a final appraisal decision.

**Grade Allocation**

- Paper (1): 20%
- Essays (4): 45%
- Exercises (2): 35%

**Learning Outcomes**

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>ALA Comps</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the methodologies and tools that archivists apply to develop selection and appraisal policies for inclusion in archives.</td>
<td>4</td>
<td>1</td>
<td>2A, 2B, 2C, 2D</td>
<td>Week 4 paper</td>
</tr>
<tr>
<td>2. Compare different appraisal approaches from the literature and evaluate the merits and shortcomings of each.</td>
<td>5</td>
<td>1</td>
<td>2A, 2B, 2C, 2D</td>
<td>Week 4 paper Week 6 essay</td>
</tr>
<tr>
<td>3. Critique different appraisal policies from different archives and/or repositories.</td>
<td>5</td>
<td>1</td>
<td>2A, 2B, 2C</td>
<td>Week 6 essay</td>
</tr>
<tr>
<td>4. Weigh practical, legal, and ethical issues in the appraisal and acquisition of archives.</td>
<td>4</td>
<td>1, 2</td>
<td>2A, 2B, 2C</td>
<td>Week 12 essay Week 14 essay</td>
</tr>
<tr>
<td>5. Make professional decisions concerning the selection and acquisition of archival materials.</td>
<td>5, 6</td>
<td>1, 2, 4</td>
<td>2A, 2B, 2C, 2D</td>
<td>Week 8 exercise Week 9 exercise Week 11 exercise</td>
</tr>
<tr>
<td>6. Formulate students’ own ideas about contentious aspect of archival work based on their understanding of appraisal theories and recent discourse.</td>
<td>6</td>
<td>1, 4</td>
<td>2A, 2B, 2C, 2D</td>
<td>Week 4 paper Week 12 essay Week 14 essay Week 15 essay</td>
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</tbody>
</table>

**COURSE DESIGN**

Archival appraisal – unlike other processes – is often more art than science and lacks agreed upon professional standards (unlike, for example, description which has content standards). As such, appraisal relies on analysis that is often very individualized and specific to each repository, set of records, or individual archivist. Rarely is there a neat, right versus wrong appraisal. In order to help you develop your own appraisal skills and prepare you for making some weighty and often difficult decisions over the span of your career, this course is designed to introduce you to a broad spectrum of theories and perspectives. This is in addition to the more practical, hands-on strategies of doing appraisal. In short, this course necessarily involves considerable
reading assignments. Optional readings are suggested each week, should you have the time or opportunity to review them -- but consider these as a ready-made reference list should you want to glean additional insights as you develop your own thoughts on appraisal.

The overall structure of the course is divided into three broad categories: the theoretical foundations underpinning the Anglo-American approach to appraisal (weeks 1-3), some practical approaches to appraisal (weeks 4-10), and concepts and frameworks that impact appraisal decisions (weeks 11-15).

In an effort to balance the workload and compensate for some weeks of heavy reading, the written assignments are geared towards having you synthesize the ideas and concepts presented, allowing you to flex your analytic muscles, while defending your positions, ideas, and approach to appraisal.

All assignments are due at 11:59pm EST on the days indicated.

**Logistics**

Use the Modules page to quickly get to instructions.

Pay attention to the indicated length of assignments. I want you to be succinct and confident in your responses, not vague and rambling. The strength of any appraisal decision often lies in the confidence of the appraiser.

If you cite the listed readings, simply use APA parenthetical references. For example:

Boles asserts that “many records that are created are not important” (Boles, p.8).

Removing a collection from an archive, either through transfer or disposal is not “neutral” (Danielson, p.90) which present significant ramifications for an archive and its patron base.

If you cite a work other than those listed in the syllabus, use a parenthetical reference, too, but also list the work at the end of the response. APA style is requested.

**How to Submit Assignments**

Assignments will be "handed in" using the Canvas Assignment component. Please note the due date indicated. Not all due dates fall into a predictable pattern although the submission deadline is always 11:59pm EST on those dates.

**COURSE OVERVIEW**
Week-01 Course Overview; Introduction to Appraisal

Readings:

REQUIRED


OPTIONAL


Assignment: Introductions on Canvas

Week-02 Foundations of Appraisal Theory

Readings:

REQUIRED

[first three ideally to be read in order - follows historical development]


http://americanarchivist.org/doi/pdf/10.17723/aarc.57.2.pu548273j5j1p816


OPTIONAL

Boles. Selecting & Appraising Archives & Manuscripts, Chapter 2, pp.11-42. [good summary of appraisal theory development, many of which we will read more in-depth; useful reference & easy refresher on salient points]

http://americanarchivist.org/doi/pdf/10.17723/aarc.65.2.920w65g3217706l1

http://americanarchivist.org/doi/pdf/10.17723/aarc.59.4.hw1x8758l1u11671

Week-03 Macro-Appraisal, Functional Analysis, Documentation Strategies, & the Black Box

Readings:

Required


*Optional*


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**Week-04 Synthesizing Appraisal Thought: Into the Breach, Into Practice**

**Readings:**

*REQUIRED*


**Assignment:** Theory Paper, 3-5 pages (20%)

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**Week-05 Collection Development and Policies**
Readings:

REQUIRED

Boles. Selecting & Appraising Archives & Manuscripts, Chapter 3 & Chapter 4.

http://americanarchivist.org/doi/pdf/10.17723/aarc.64.2.gj6771215231xm37

OPTIONAL

http://americanarchivist.org/doi/pdf/10.17723/aarc.54.1.v2323483077xr227


Week-06 Sampling & Case Files

Readings:

REQUIRED


https://digitalcommons.kennesaw.edu/provenance/vol5/iss1/7

http://americanarchivist.org/doi/pdf/10.17723/aarc.49.1.hp6676j0611u0kh4

OPTIONAL


**Assignment:** Collection policy evaluation essay, 1-3 pages (10%)

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**Week-07 Appraising Born-Digital Records: Some Considerations**

**Readings:**

*REQUIRED*


TOMES Capstone Appraisal Criteria for Email, State Archives of North Carolina, November 2018. [https://www.ncdcr.gov/resources/records-management/tomes/tomes-resources](https://www.ncdcr.gov/resources/records-management/tomes/tomes-resources)


*OPTIONAL*
https://www.tandfonline.com/doi/full/10.1080/23257962.2016.1144504

**Assignment:** Mini-Appraisal Discussion (5%)

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**Week-08 Appraising and Acquiring Personal Records**

**Readings:**

*REQUIRED*


*OPTIONAL*

http://digital.library.wisc.edu/1793/44065


**Assignment:** Select an appraisal scenario (sooner if possible)
Week-09 Records Management & Retention Schedules

Readings:

REQUIRED


OPTIONAL


Assignment: Appraisal Team Exercise, Part 1, 1-2 pages (20%)

Week-10 Selection as Appraisal? Reappraisal and Deaccessioning

Readings:

REQUIRED

http://americanarchivist.org/doi/pdf/10.17723/aarc.44.2.b274w3126t430h52

http://americanarchivist.org/doi/pdf/10.17723/aarc.47.1.gt26318774q20241
https://www2.archivists.org/groups/technical-subcommittee-on-guidelines-for-reappraisal-and-deaccessioning-ts-grd/guidelines-for-reappraisal-and-deaccessioning

OPTIONAL


http://americanarchivist.org/doi/pdf/10.17723/aarc.73.2.297691q50gkk84j4

Week-11 Post-Modern Theory

Readings:

REQUIRED


http://americanarchivist.org/doi/pdf/10.17723/aarc.65.1.l914668v881wv19n


OPTIONAL


Assignment: Appraisal Team Exercise, Part 2 (10%)

Week-12 Appraisal Authority: Legal & Ethical Considerations
Readings:

REQUIRED


[https://www2.archivists.org/sites/all/files/HardingAffairLetters_CEPC-CaseStudy5.pdf](https://www2.archivists.org/sites/all/files/HardingAffairLetters_CEPC-CaseStudy5.pdf)

OPTIONAL

[https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics](https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics)


Assignment: Legal & ethics reflection essay, 1-2 pages (10%)
Week-13 Engaging Creators and Users: Social Responsibility, Community, & Power

Readings:

REQUIRED

http://americanarchivist.org/doi/pdf/10.17723/aarc.76.2.14744l214663kw43

http://americanarchivist.org/doi/pdf/10.17723/aarc.76.2.2627p15350572t21

http://americanarchivist.org/doi/pdf/10.17723/aarc.55.4.g8x4677115671880


OPTIONAL


http://americanarchivist.org/doi/pdf/10.17723/aarc.75.2.03193j1517858r34

http://americanarchivist.org/doi/pdf/10.17723/aarc.69.1.r0p75n2084055418

Week-14 Engaging Creators: Identity, Memory, Culture, Diversity, & Inclusion
Readings:

**REQUIRED**


**OPTIONAL**


**Assignment**: Power & social responsibility reflection essay, 1-2 pages (10%)

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**Week-15 Archives Management & the Appraisal Nexus**

**Readings:**

**REQUIRED**


[http://americanarchivist.org/doi/pdf/10.17723/aarc.73.1.m577353w31675348](http://americanarchivist.org/doi/pdf/10.17723/aarc.73.1.m577353w31675348)

*OPTIONAL*


**Assignment:** Management reflection essay, 1-2 pages (10%)

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**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>100 % to 96.0% 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>
<tr>
<td>A-</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>83.9 % to 80.0% Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
<tr>
<td>69.9 % &gt;</td>
<td></td>
</tr>
</tbody>
</table>

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 any written assignment 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 (UIT) 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**

**Develop and manage collections of information resources**

- Manage, evaluate, and preserve physical and virtual collections of information resources
- Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access

**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 employ:

**Information Resources**

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

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

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

**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 (www.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;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

3. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

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

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

**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. **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/)

5. **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.

6. **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.

7. **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.

8. **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](http://protect.iu.edu/emergency)

9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies](http://registrar.iupui.edu/course_policies.html)

10. **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](http://iupui.edu/official-enrollment-class-attendance.html)

11. **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](http://registrar.iupui.edu/religious.html).

12. **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.

13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence](http://iu.edu/)

14. **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](http://studentaffairs.iupui.edu/advocate)

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### IUPUI COURSE POLICIES

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

See the [Important Supplement for IUPUI Syllabi](http://.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
- IUPUI Policy on Academic Integrity
- IUPUI Policy on Sexual Misconduct
- Education and Title VI
- Military Related Personnel Statement
- Two-Step Login (Duo)
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.