LIS S604
Emergent Literacy in Public Libraries
Department of Library and Information Science
Indiana University School of Informatics and Computing Indianapolis
Summer 2020

Section No.: 12045
Credit Hours: 3
Instructor: Dr. Laura K. Clark
Office Hours: By appointment only
E-mail: clark241@iupui.com
Phone: (850) 291-8102 (accepts texts sent to this number)
Instruction mode: This course is offered online only.
Course Website: Canvas

Note: The best way to contact me is by text. I check email regularly from 3 p.m. to 5 p.m. on Mondays through Fridays, and I try to respond to email promptly. If you do not hear back from me within 48 hours, text or call me directly. Make sure that you note the course number and title in the subject line and include your name in the body of the email. Consultations should be scheduled at least a day prior.

COURSE DESCRIPTION:

The course introduces students to the topic of emergent literacy as well as orienting students to current issues relevant to public libraries. The course emphasizes emergent literacy, application of research, impacts of assigned readings, and emergent literacy programming.

No prerequisites are required for this course.

COURSE LEARNING OUTCOMES:

Students will prepare for professional development in emergent literacy, and critique and assess their progress toward attaining those skills and those of their peers; gain familiarity with resources, collection development and emergent literacy activities in the field, apply lessons of practice, and demonstrate knowledge learned throughout the course; present their own progress and critique the progress of their peers; present their own learning activities and critique the learning activities of their peers; and practice skills and critique the skills of their peers.

At the end of the course, the student will be able to:
1. Demonstrate the knowledge and skills needed to meet emergent literacy standards of performance;

2. Describe how thinking critically, applying professional training to situations in early childhood development (0 to 3 years of age) impacts public libraries programming and collection development;

3. Think critically and creatively to improve practice in their field through the mastery of the knowledge and skills expected for professionalism and success in public libraries specific to children 0 to 3 years of age;

4. Analyze resources for subject content and create aboutness statements;

5. Design models of assessing and evaluating programming for children 0 to 3;

6. Approach Professional Issues with understanding to become acquainted with a variety of online resources for children’s materials, including online discussion research, electronic magazines, online books, and World Wide Web sites for accessing current information about authors and bibliographies.

**COURSE MATERIALS:**

**Resources:**


We will read a variety of scholarly and professional articles each week, all available online.

**ASSESSMENTS**

**Revised Bloom's Taxonomy (RBT)**

1. **Knowledge/Remembering:** The ability to recognize and apply emergent literacy skills.

2. **Understanding:** Understanding of early childhood development.

3. **Application:** The use of learned information in children’s library programming development.

4. **Analysis:** Synthesizes information/concepts into applicable components. Each component is understood and applied after visually conceptualizing the component in a real-world situation.

5. **Evaluation:** The ability to apply a criterion to emergent literacy programming in the library.
6. **Creation, Synthesis**: The ability to merge knowledge into creating quality emergent literacy environments for young children in the library.

**Principles of Graduate and Professional Learning (PGPL)**

Learning outcomes are assessed in the following areas:

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

**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. **Discussions** are scheduled by the instructor on course materials.
2. **Exercises** assess comprehension and skill acquisition.

**Grade Allocation**

- Discussions (6): 30%
- Exercises (2): 70%

**Learning Outcomes**

E: Discussions -- X: Exercise

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>PLO</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess principles for effective emergent literacy programming</td>
<td>5</td>
<td>1, 2, 3</td>
<td>1</td>
<td>Discussion Board Lesson Plans</td>
</tr>
<tr>
<td>2. Test knowledge of emergent literacy principles</td>
<td>4</td>
<td>1, 3</td>
<td>5</td>
<td>Discussion Board Observations, Interviews, Reflections Lesson Plans</td>
</tr>
<tr>
<td>3. Propose effective lesson plan strategies that are appropriate for emergent literacy programming in public libraries</td>
<td>6</td>
<td>1, 2</td>
<td>6</td>
<td>Discussion Board Observations, Interviews, Reflections Lesson Plans</td>
</tr>
<tr>
<td>4. Construct effective discussions that synthesize, apply and critically evaluate how emergent literacy is best applied in a public library setting.</td>
<td>6</td>
<td>1, 4</td>
<td>4, 2</td>
<td>Discussion Board Observations, Interviews, Reflections Lesson Plans</td>
</tr>
</tbody>
</table>
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<tbody>
<tr>
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<td>2, 3</td>
<td>4, 5, 6</td>
<td>Discussion Board, Observations, Interviews, Reflections, Lesson Plans</td>
</tr>
</tbody>
</table>

5. Distinguish current trends impacting emergent literacy

COURSE DESIGN

I have designed the tasks in order for me to evaluate your performance and ensure that you are keeping up. Some of the tasks will be minor but several will require more careful preparation and accumulated knowledge. Instructions will be provided for every task in Canvas.

Our Summer 2018 semester must be treated as a full semester but will necessarily be concentrated because of the brief time we will be able to work and maintain contact. The syllabus indicates what we cover for a particular task period and what is due during the period. You can "hand in" any work early if you are done, of course, but work handed in early is considered ready to be graded unless otherwise specified or arranged. All tasks are due at 11:59pm EST on the days indicated.

Logistics

Use the schedule found in the home-page table or the list at the bottom of the syllabus to link to where you find instructions and complete each task.

Pay attention to the indicated word count for different tasks. Length may vary between tasks. I limit you for a reason: I want to avoid reading long essays that intentionally include a lot of information in the hope that there will be something I like or that assumes I am impressed with length. I want you to be succinct and confident in your responses, not vague and rambling.

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

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

How to submit tasks

Tasks 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.

Discussions

You will write weekly discussion board posts that demonstrate your ongoing progress with learning the content, assignments, and resources. Students will critique the progress of peers in order to address a specific skill or skills in the weekly assignments.

Contributions should demonstrate that students are prepared (have completed the assigned reading), attentive (listened to and internalized the contributions of others), and engaged (able to raise appropriate questions, provide relevant information, and articulate a position).
COURSE SCHEDULE:

Week 1: Course Overview and Emergent Literacy and Children’s Developmental Needs
Week 2: Designing Library Programs for Young Children and Lesson Plans
Week 3: Books and Information Services for Babies
Week 4: Using Technology for Young Children and Working with Special Populations
Week 5: Coaching and Evaluating Emergent Literacy Programs
Week 6: Dialogic Reading and Reading Motivation (Self-Determination Theory)

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>
<tr>
<td>A-</td>
<td>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>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>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>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</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).

The course will use the following grading scale. Letter grade of “A” will be awarded only to students who demonstrate exceptional work, so note the higher percentage requirement for this below. *Final grade scores will not be rounded up.*
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, call, text, 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, quizzes, discussions, 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.

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.

**COURSE REQUIREMENTS:**

**Discussion Boards (30% of total grade)**
You will write weekly discussion board posts that demonstrate your ongoing progress with learning the content, assignments, and resources. Students will critique the progress of peers in order to address a specific skill or skills in the weekly assignments.

Contributions should demonstrate that students are prepared (have completed the assigned reading), attentive (listened to and internalized the contributions of others), and engaged (able to raise appropriate questions, provide relevant information, and articulate a position).

**Two Emergent/Early Literacy Program Lesson Plans (35% of total grade)**
Each student will develop 2 emergent literacy lesson plans for children 0 to 3 years of age. The following types of programs activities are to be addressed: culturally diverse activities, science-based activities, and sensory-based activities. The lesson plans should outline goals and objectives for the program. The justification for the program is included in the objectives and will address abilities and limitations of the specific age group and how emergent literacy skills are developed with the program activities. The program will be approximately 30 minutes long and address at least four of the early literacy skills outlined in this course.

**Two Emergent/Early Literacy Programming Observations, Interviews, and Reflections (35% of total grade)**
To gather real application for programming, students will be required to visit 2 different library programs (public library or religiously affiliated are acceptable) that interest them. Interview librarians or staff responsible for conducting the program to get a sense of the requirements (and environment). Ask questions you might be interested in finding out about if you were to be responsible for conducting a similar program (e.g., Tummy time, Story time, Baby time, etc.). Write a reflection on your visits to the library programs and comment on your experience at the program; include answers to your interview questions and whether you think the activities in the program would be a good fit for you. Comments should note emergent literacy elements and how they applied to the developmental stages of the children. Programs should be for children age zero to three.

**GRADE CALCULATION:**

Grades will be distributed in the following manner:

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
<th>%</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>30</td>
</tr>
<tr>
<td>Three Emergent/Early Literacy Program Lesson Plans</td>
<td>35</td>
</tr>
</tbody>
</table>
COURSE POLICIES:

Grading and Submission of Assignments

The most important criteria for grading are timeliness, completeness, and quality. Make every effort to communicate your ideas clearly and review your assignments carefully for spelling or grammatical errors. **All work for this class must be original** and must include proper citations for sources used.

You are also responsible for ensuring that your instructor has received assignments requiring online submission and that the file/s are not corrupted. This is particularly important if you have been experiencing technical difficulties. As a last resort, you may email a copy of the assignment to your instructor before the deadline or post a copy to the Online Office so that you will not be penalized for being late. You are also responsible for keeping track of your grades via the grade book on the main course site and for informing your instructor in case there are any discrepancies. We will strive to have major assignments graded before other major assignments are due.

Late Assignments

Course assignments are typically due by **11:59 p.m.** on the due dates indicated in the Course Calendar (unless otherwise stated). It is your responsibility to turn in all requirements by the specified due dates and times. You have no free passes for late assignments—unless there is an excused absence (just drop me an email explaining what is happening).

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

Communication

I will be using e-mail and the course website to communicate with the class so please check the course site and your e-mail regularly at least 5 times a week. Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account. Post general questions that would benefit the rest of the class on the Online Office Discussion Board on the course site.

Note whether you wish students to use Canvas email for course-related activities, remind students that for official program or campus related information. They are
responsible for responding to mail sent to their IUPUI address; also, email from them from non-IUPUI email addresses might be filtered out.

**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 M.L.I.S. Program goals: ([soic.iupui.edu/lis/master-library-science/learning-outcomes/](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](www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/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 ([www.indiana.edu/~academy/firstPrinciples/](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](https://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
- 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.