LIS S604 Inquiry & Innovation
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2020

Section No.: 29646
Credit Hours: 3
Instructor: Kristin Patrick
Email: klmarley@indiana.edu (use Canvas Inbox for course matters)
Prerequisites: S574 or S572, a valid state teaching license is encouraged but not required.
Instruction mode: This course is offered online only

COURSE DESCRIPTION

This three credit course is an introduction to the use of information inquiry processes, methods, techniques, and concepts with PK-12 students and other educators and librarians. Skills and processes associated with information literacy, media literacy, creative thinking, and critical thinking provide the foundation of the course design. Throughout the course students will be exploring and applying innovative integration of technology into curriculum development and programming. Timely topics such as administrating Learning Management Systems and designing curriculum for eLearning and 1:1 initiatives are included.

EXTENDED COURSE DESCRIPTION

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The year 2020 has presented school and public librarians with new professional challenges while exacerbating existing ones. In response, librarians have problem solved with one another on local and global levels to identify innovative approaches to providing instruction and programming through a pandemic. Alternatively, some have struggled to prove relevance in an emerging digital world. Much has depended on librarians’ willingness to adapt, collaborate, and perhaps most importantly, maintain a growth mindset. We will avoid thinking through the dichotomy of paper & pencil versus screen but instead consider the ways we can marry best practices with technology to address the needs of ALL learners and to commit toward digital equity.
Required Readings/Resources

This course does not have a required textbook. We have one foundational text that is available online as a PDF.

- 2004 Focus on Inquiry A Teachers Guide to Implementing Inquiry Based Learning Alberta Model

Recommended Readings/Resources

Early in the semester we will organize into Book Clubs. Students will receive credit for participation at various stages. See assignment descriptions in Canvas for expanded details.

Book Club selections will be as follows.


*Now available in paperback

Required Software

Digital play is a big part of this course. Each assignment will include digital tool suggestions for completion. Categories of tools include:

- Photo collage apps and websites
- Graphic design apps and websites
- Digital curation tools
- Online collaboration tools
- Virtual meeting tools
You have three sources for software: IUware, IUanyWare, Office 365

- **IUware** ([iuware.iu.edu/](iuware.iu.edu/)) allows students, faculty, and staff to download software at no charge. See [What is IUware?](kb.iu.edu/d/agze)
- **IUanyWare** ([uits.iu.edu/iuanyware](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](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** ([uits.iu.edu/office365](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](kb.iu.edu/d/bexq)

For more details, see [How to get university-licensed software at IU?](kb.iu.edu/d/aclo)

Canvas works best in the most recent version of Edge, Chrome, Firefox, or Safari browsers. Canvas does not support Internet Explorer.

**Teaching and Learning Methods**

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

**Our entire course is online. We do not meet in person.**

This course is divided into weeks, as listed in the Modules tool. Each week will include:

1. an overview page;
2. material for you to read, watch, and explore;
3. a brief check for understanding

I will schedule a [Course Announcement](#) to go out each Sunday at 6pm Eastern Time with suggested goals for the upcoming week.

As an inquiry-based educator, I believe passionately in self-paced learning. I will release several Modules at a time to give everyone opportunities to work ahead through course content. Know, however, that much of the course is designed with a constructivist approach in mind, which is why I do not publish all seventeen Modules at once.
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:

- Community Building Assignments, 15%
- Book Clubs Participation, 10%
- Collaborative Problem Solving Discussions, 5%
- Teaching and Leading Online Tasks and Mini-projects, 15%
- Personal Inquiry Speed Project, 15%
- Professional Leadership Project, 25%
- Module Checks for Understandings, 15%

**Community Building Assignments**

- Pronounce Your Name, Due August 30
- Class Introductions, Due August 30
- Digital Business Card, Due September 6
- Reading Life Photo Collage, Due September 13
- Twitter Chat Participation, Due November 22
- Interview with an Innovator, Due November 29
- Webinar Compare & Contrast, Due November 29

**Collaborative Problem Solving**

- Rethinking Job Titles, Due September 27
- Surprise Funds. Due October 11
- Brand Ambassadors, Due November 1

**Book Clubs**

- Making a Plan, Due September 20
- Sharing Our Progress, Due November 1
- Writing a Review, Due November 29
- Reflections, Due December 6

**Teaching and Leading Online**

- Resource List. Due September 20
- Instructional Infographic, Due October 11
- Instructional Screen Recording, Due November 15
- Virtual Field Trip, Due November 22
Personal Inquiry Speed Project

- Choosing a Model, Due September 13
- Topic Generation, Due September 13
- Concept Mapping, Due September 20
- Ignite Lite Presentation, Due August 23
- Reflections, Due October 4

Professional Leadership Project

- Sketchnote, Due October 18
- Proposal, Due October 25
- Peer Reviews, Due November 8
- Session Outline, Due December 6
- Digital Materials, Due December 6
- Reflections, Due December 13

Be sure to check instructor comments on graded assignments. Due to the volume of shorter mini-projects, I will not be able to provide detailed narrative feedback on each assignment. Know, however, that I carefully review ALL student work.

Learning Outcomes

<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>Expand their personal learning network (PLN) through community building activities within the Canvas course and by engaging in virtual learning opportunities for school and public library professionals</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>Community Building Assignments, Book Clubs Participation</td>
</tr>
<tr>
<td>Identify challenges for school and public library professionals associated with facilitating inquiry based learning and with innovating with technology [in both face-to-face and online curriculum and/or programming]</td>
<td>4</td>
<td>3</td>
<td>2,3</td>
<td>Collaborative Problem Solving Discussions, Teaching and Leading Online Tasks and Mini-projects, Module Checks for Understanding, Personal Inquiry Speed Project</td>
</tr>
<tr>
<td>Enhance their professional toolkit with digital tools that have the potential to amplify teaching and learning through the</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>Community Building Assignments, Teaching</td>
</tr>
</tbody>
</table>


Upon completion of this course, students will

<table>
<thead>
<tr>
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<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4Cs: collaboration, communication, creativity, and/or critical thinking</td>
<td></td>
<td></td>
<td></td>
<td>and Leading Online and Mini-Projects</td>
</tr>
<tr>
<td>Utilize a self-selected information inquiry model to explore a personal inquiry topic</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>Personal Inquiry Speed Project</td>
</tr>
<tr>
<td>Design and develop a one hour professional learning session on a relevant and timely topic for a school or public library staff with the diverse needs of all learners in mind</td>
<td>6</td>
<td>3</td>
<td>4, 6, 7</td>
<td>Professional Leadership Project</td>
</tr>
</tbody>
</table>

Revised Bloom's Taxonomy (RBT)

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

Principles of Graduate and Professional Learning (PGPL)

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

LIS Program Learning Outcomes (PLO)

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

Course Schedule

Module 1: Defining Inquiry & Innovation, Week of August 24
Upon successful completion of this module, you will be able to:

• Begin to articulate your personal definitions of inquiry and innovation
• Name some of the types of the "____-based" learning studied and promoted over the years

Module 2: Planning for Inquiry Learning, Week of August 31
Upon successful completion of this module, you will be able to:

• Identify John Dewey as a major influence on inquiry based learning as we know it today
• Name the three stages of the UbD framework
• Describe a time when you've experienced flow as described by Mihaly Csikszentmihal

Module 3: Depth of Learning, Week of September 7
Upon successful completion of this module, you will be able to:

• Explain the difference between Bloom's Taxonomy and Webb's Depth of Knowledge
• Identify Jean Piaget and Lev Vgotsky

Module 4: Teachers & Learners as Curators, Week of September 14
Upon successful completion of this module, you will be able to:

• Give a thumbnail explanation of open educational resources to someone outside of the field of education.
• Appreciate the wide number of curation tools available to school and public librarians

Module 5: Media Literacy, Week of September 21
Upon successful completion of this module, you will be able to:

• Define various types of misleading news
• Spot fake news by employing a number of website evaluation techniques
• Locate existing media literacy lesson plans for elementary, middle, and high school learners as well as identify online resources and professional texts to further their inquiry into media literacy
• Draw connections between media literacy and social comprehension

**Module 6: Evaluating Technology Use, Week of September 28**

Upon successful completion of this module, you will be able to:

• Picture what it looks like to apply the workshop model when teaching a new technology tool
• Identify the Triple E, SAMR, and TPACK instructional frameworks for technology

**Module 7: Personalized Learning, Week of October 5**

Upon successful completion of this module, you will be able to:

• Identify the Use of Space and Time component within the Future Ready Librarians Framework
• Begin to craft a personal definition of what personalized learning is and is not, much in the same way we are defining what inquiry and innovation are and are not throughout this course
• Visualize the difference between a station rotation and flipped classroom model

**Module 8: Recording Our Thinking, Week of October 12**

Upon successful completion of this module, you will be able to:

• Articulate some of the research behind the value of note-taking

**Module 9: Research Reading & Writing, Week of October 19**

Upon successful completion of this module, you will be able to:

• Consider the following questions for self-reflection
  o Am I willing to become partner in the teaching of informational writing?
  o How will I remain an instructional partner through to the end instead of conveniently stepping away once the resources have been collected and consulted?
  o How will I help students avoid the pitfalls of plagiarism through careful lesson and project design?
  o How will I provide young writers with rich examples of narrative nonfiction?

**Module 10: Gamified & Game-Based Learning, Week of October 26**

Upon successful completion of this module, you will be able to:

• Compare and contrast the attributes of gamified and game-based learning

**Module 11: Maker Movement, Week of November 2**

Upon successful completion of this module, you will be able to:
• Understand and describe the historical roots of makerspace
• Understand the potential of the makerspace and making activities that promote inquiry and innovation

Module 12: Computer Science, Week of November 9

Upon successful completion of this module, you will be able to:

• Define computational thinking
• Appreciate that not all coding lessons require technology
• Write several lines of block coding

Module 13: Early Learners & Technology, Week of November 16

Upon successful completion of this module, you will be able to:

• Further develop your personal stance on children and screen time
• Identify Lilian Katz

Module 14: Digital Equity & Access, Week of November 23

Upon successful completion of this module, you will be able to:

• Explain why planning library lessons and programs with accessibility in mind benefits everyone
• Reflect on your social media habits through the lens of accessibility
• Build your accessibility toolkit with resources and online tools for enhancing your knowledge around web accessibility issues

Module 15: The Future, Week of November 30

Upon successful completion of this module, you will be able to:

• Identify at least two future challenges for either school or public libraries

Week of December 7
Project work

EXPECTATIONS, GUIDELINES, AND POLICIES

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

- Assignment release dates may be moved forward but will always be released by the date promised.
- Assignment deadlines may be extended but will never be moved forward.

Due to the volume of deliverables in this course, students will not want to get behind with work. Students needing extra time on assignments should contact the instructor.

**Your Questions, Concerns, and Comments**

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. The instructor will send a Course Announcement each Sunday by 6pm Eastern Time with a snapshot of the upcoming week.

If you have problems accessing Canvas, please contact the University Information Technology Services (UIITS) Support Center at uits.iupui.edu or 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

**Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with 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, and projects on time, which is your attendance.

Modules Requirements and Module Prerequisites have been set for this course. Learners will not be able to advance to the next module without meeting the requirements of the previous module. Module Requirements are as follows.

- Overview Page, Mark as done ✔
- Readings and Explorations, Page, Mark as done ✔
- Check for Understanding, Submit ✔
Incompletes

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

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: Student Central: Incompletes (studentcentral.iupui.edu/grades-progress/incompletes.html)

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A (100% to 96%)</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- (95.9% to 90%)</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+ (89.9% to 87%)</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B (86.9% to 84%)</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- (83.9% to 80%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C- (79.9 % to 70%)</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 (69.9 % &gt;)</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).

**MLIS PROGRAM OUTCOMES**

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

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

**ALA CORE COMPETENCIES**

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

See: [ALA Core Competences of Librarianship](http://www.al.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](http://studentcode.iu.edu/)

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests](http://plagiarism.iu.edu/).

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods.
Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   
a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
   
b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
   
c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
   
d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
   
e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   
f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
   
g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
   
h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   
a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   
b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      
      ▪ directly quoting another person’s actual words, whether oral or written;
▪ using another person’s ideas, opinions, or theories;
▪ paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
▪ borrowing facts, statistics, or illustrative material; or
▪ offering materials assembled or collected by others in the form of projects or collections without acknowledgment

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

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

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

**OTHER POLICIES**

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](https://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students,
invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.

5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the CAPS website (iupui.edu/health-wellness/counseling-psychology/)

6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES) (diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.

8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email
forwarded to an outside email account, please email faculty and staff from your IU email account.

9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at Protect IU (protect.iu.edu/emergency-planning/emergency-contact/iupui.html).

10. **University policies:** Numerous policies governing IU faculty and students may be found at University Policies (policies.iu.edu/categories/academic-faculty-students.html).

11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Register: Get ready to take classes (studentcentral.iupui.edu/register/index.html).

12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit You have the right to observe religious holidays (studentcentral.iupui.edu/calendars/holidays/index.html).

13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

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

15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Office of Student Advocacy and Support (studentaffairs.iupui.edu/advocacy-resources/index.html).

**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.