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

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.

The 2020-2021 school year 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 devices but instead consider the ways we can marry research-based practices with technology to plan, teach, and assess around the needs and abilities of students.
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 students will organize into book clubs. Students will receive credit for participation at various stages.

Here are titles some potential titles that could invite lively conversation. Alternatively, book clubs can propose their own title.


Required Software

Tools we will be using

- Canvas
- Zoom
- Kaltura
- Google at IU
Please note: As we progress through the semester, this list may change.

Digital play is a big part of this course. Each assignment will include tool suggestions for assignment completion. Students are encouraged, however, to independently locate and identify digital tools as applicable to assignments and projects. Categories of tools include:

- Online collaboration
- Virtual meeting
- Digital annotation, curation, and presentation

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

- **IUware** ([iuware.iu.edu/](http://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, listen to, watch, and explore;
3. a brief check for understanding

I will schedule a course announcement to post each Sunday at 6pm Eastern Time. Each announcement will include the following:

- Reminders about upcoming assignments
- Links to news articles related to course content
- An informal prompt or conversation starter, students are encouraged but not required to respond
Modules include pages with readings and explorations along with checks for understanding. Modules do NOT include links to assignments. To stay on top of assignment and project goal dates, students should visit:

- **Syllabus** in the course navigation
- **Assignments** in the course navigation
- **Calendar** in Canvas global navigation

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 ✅

## 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. (A) Professional learning network project – 10%
2. (B) Book clubs assignments group – 15%
3. (C) Personal inquiry speed project assignment group – 15%
4. (D) Instructional blog post or feature article assignment group – 20%
5. (E) Lesson or program series assignment group – 20%
6. (F) Module checks for understanding – 20%

Be sure to check instructor comments on graded assignments.

### Professional learning network (PLN) project assignments group – 15%

- Digital portfolio artifact, *goal date: October 31*
- Learning experiences choice board, *goal date: December 5*

### Book clubs assignments group – 15%

- Making a plan assignment, *goal date: September 12*
- Sharing our thinking Flipgrid, *goal date: November 7*
• Writing a review assignment, goal date: December 5
• Reflections paper, goal date: December 5

Personal inquiry speed project -- 10%
• Topic generation assignment, goal date: September 12
• Concept mapping assignment, goal date: September 19
• Research & Ignite lite presentation, goal date: October 3
• Reflections via Flipgrid, goal date: October 10

Feature article assignments group -- 20%
• Libraries post-covid assignment, goal date: September 12
• Annotated bibliography, goal date: October 17
• Instructional screen recording, goal date: October 24
• Feature article draft, goal date: November 14
• Feature article final product, goal date: November 28

Lesson or program series assignments group -- 20%
• Lesson or program series proposal + peer review, goal date: October 25
• Lesson or program series draft + peer review, goal date: December 6
• Lesson or program series final product, goal date: December 6
• Lesson or program series reflections, goal date: December 13

Module checks for understanding -- 20%
• Module 0, goal date: August 29
• Module 1, goal date: August 29
• Module 2, goal date: September 5
• Module 3, goal date: September 12
• Module 4, goal date: September 19
• Module 5, goal date: September 26
• Module 6, goal date: October 3
• Module 7, goal date: October 10
• Module 8, goal date: October 17
• Module 9, goal date: October 24
• Module 10, goal date: October 31
• Module 11, goal date: November 7
• Module 12, goal date: November 14
• Module 13, goal date: November 21
• Module 14, goal date: November 28
• Module 15, goal date: December 5
Revised Bloom's Taxonomy (RBT)

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

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

Principles of Graduate and Professional Learning (PGPL)

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

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

Framework for Information Literacy (FIL)

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

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
MLIS Program Learning Goals (PLGs)

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGs) were adjusted to the following effective fall 2020:

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

S604 Course Learning Outcomes

Open this spreadsheet for an expanded view of how coursework aligns with course learning outcomes, LIS program outcomes, and ISTE Standards for Educators:


1. (A) Professional learning network project – 10%
2. (B) Book club assignments group – 15%
3. (C) Personal inquiry speed project assignment group – 15%
4. (D) Instructional blog post or feature article assignment group – 20%
5. (E) Lesson or program series assignment group – 20%
6. (F) Module checks for understanding – 20%

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>FIL</th>
<th>PLG</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build their personal learning network (PLN) by participating in community building activities within the Canvas course, developing their digital portfolio, and engaging in virtual networking opportunities for school and public library professionals</td>
<td>4</td>
<td>2</td>
<td>1, 2, 4, 5</td>
<td>5, 7</td>
<td>A, B</td>
</tr>
<tr>
<td>Identify problems of practice associated with facilitating inquiry based learning and innovating</td>
<td>5</td>
<td>3</td>
<td>1, 5</td>
<td>3, 5, 7</td>
<td>C, D, F</td>
</tr>
</tbody>
</table>
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>Task</th>
<th>RBT</th>
<th>PGPL</th>
<th>FIL</th>
<th>PLG</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>with technology [in both face-to-face and online curriculum and/or programming]</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3, 5</td>
<td>A, C, D, F</td>
</tr>
<tr>
<td>Evaluate various digital tools on their privacy policy, accessibility options, and potential to meet teaching and learning goals</td>
<td>4</td>
<td>1</td>
<td>4, 6</td>
<td>6</td>
<td>C, D</td>
</tr>
<tr>
<td>Utilize a self-selected information inquiry model to explore a personal inquiry topic and then a professional topic of interest</td>
<td>6</td>
<td>3</td>
<td>2, 6</td>
<td>5, 7</td>
<td>E</td>
</tr>
<tr>
<td>Design and develop a lesson or program series that centers around the needs and abilities of students or public library patrons between the ages 0-18</td>
<td>6</td>
<td>3</td>
<td>2, 6</td>
<td>5, 7</td>
<td>E</td>
</tr>
</tbody>
</table>

**Course Schedule**

**Module 1: Defining Inquiry & Innovation, Week of August 23**

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

- Name some of the types of the "_____ -based" learning studied and promoted over the years.
- Categorize characteristics of an inquiry approach versus a coverage approach.
- Begin to articulate your personal definitions of inquiry and innovation.

**Module 2: Planning for Inquiry Learning, Week of August 30**

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

- Identify some of individuals most closely associated with inquiry-based learning.
- 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 6**

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

- Explain the difference between Bloom's Taxonomy and Webb's Depth of Knowledge
- Arrange the levels of Revised of Bloom's Taxonomy in order
Module 4: Teachers & Learners as Curators, Week of September 13

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 20

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 27

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 4

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
- Articulate the difference between a station rotation and flipped classroom model

Module 8: Recording Our Thinking, Week of October 11

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 18

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

- Identify two print or digital texts that you could use for teaching an informational writing strategy with PreK-12 students

Module 10: Gamified & Game-Based Learning, Week of October 25

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

- Earn at least 1200 XP points while reading, writing, and learning about gamification and game-based learning

Module 11: Maker Movement, Week of November 1

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 8

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 15

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 22

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 29

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 6

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. Students needing extra time on assignments should contact the instructor.

For citation purposes, all MLIS students use the 7th edition of the Publication Manual of the American Psychological Association. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.


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 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.

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>
</tr>
</thead>
<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>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</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](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](www.alaa.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

### CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.
All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to [The Code of Student Rights](studentcode.iu.edu/)

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