LIS S622
Resources and Technologies for People with Disabilities
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Summer 2020
Section No.: 6850
Credit Hours: 3
Instructor: Jim Rinehart
Email: jhrineha@iu.edu
Prerequisites: LIS S401 and LIS S501
Corequisite: LIS S574
Instruction mode: This course is offered online only

COURSE DESCRIPTION
Access to information is essential for sustained independence of people with disabilities. This course studies materials, services, and assistive technologies to support this access.

EXTENDED COURSE DESCRIPTION
National and state initiatives related to people with disabilities increasingly stress maximization of their independence, whether in school, employment, or daily living environments. This course will focus on access to information as a critical element to sustained independence. Topics covered will include specific materials, services, and assistive technologies available to meet the needs of various types of disabilities.

Required Readings/Resources
• All readings will be available online with the lesson materials. There is no textbook for this course.

Required Software
All students have access to Office (IUWare) or Office 365 (IUAnywhere) for Word, Excel, PowerPoint, and Access. You also need the most recent version of your browser: Edge (PC only), Safari (Mac only), Firefox, or Chrome.

Teaching and Learning Methods
Active learning (AL), project-based learning (PBL), student-selected project, discussions, and asynchronous use of Canvas.
**ASSESSMENTS**

**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)**
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 – **Some emphasis**

**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:

**Focus project: 50 points**
The focus project is an opportunity for students to focus their learning in this course on an area of particular interest. This assignment serves as the final examination for the course.
Options for the focus project include:
- **Complete assistive technology assessment:** Conduct a complete assistive technology needs assessment on a real or hypothetical individual with a disability. Utilization of the WATI and/or SETT tools is required. The deliverable should be a document thoroughly outlining the needs of the individual, their goals for assistive technology, a comprehensive list of technologies recommended, pricing of items recommended, sources for purchasing of recommended items, and a training outline related to recommended items. (This assignment builds upon the brief assistive technology assessment conducted by all students in this course.)
- **Complete web accessibility assessment:** Conduct a complete accessibility assessment of an actual web site. Use an automated tool (Wave toolbar or similar) as well as manual investigation of the technical aspects of the site’s accessibility. The deliverable should be a document that outlines global accessibility issues as well as specific areas of accessibility concerns. The report should explain the importance of accessibility, business rationale for making accessibility changes, and a technical explanation for a minimum of ten site improvements.
- **UDL lesson plan:** Develop a lesson plan using UDL principles for a class, a program, or other structured event with the goal of inclusion of people with and without disabilities. The
deliverable will be a completed lesson plan template, handouts, and other support materials for the lesson. If the student does not have a lesson plan template that they already use in their professional role, the instructor will provide a template.

- **Library/Facility accessibility study**: The student will complete a thorough accessibility study of a library (or other facility) including physical/architectural barriers, programmatic barriers, and technology barriers. The deliverable will be a report of significant barriers identified as well as recommendations for improvement. A minimum of ten, detailed recommendations should be included in this report.

- **Student’s choice**: Students may choose a topic for deep exploration outside of the suggestions above. All student choice focus topics must be approved by the instructor by the end of the second week of this course. The deliverable will be dependent on the topic but must include a systematic, research-based approach with significant deliverables.

Post your project choice to the discussion board on canvas by the end of the second week of class. If you are taking advantage of the “student’s choice” option, be sure to email your idea to the instructor three days PRIOR to the end of the second week so that your topic can be approved prior to posting on the discussion board. Your project will be evaluated on the depth and scope of the topic coverage and breadth and depth of supporting resources. Although you can use whatever writing style manual, you prefer, please adopt a specific style and cite your sources, use correct grammar and complete sentences and proofread before submitting your final project. Because this is a graduate seminar, papers citing only websites will not be acceptable unless prior approval is received from me due to paper topic. Full text online journal articles are not considered websites.

**Discussion/Class Participation: 50 points**
Using Discussions in Canvas, students will be expected to participate in online discussions during the course. Throughout the course, students will be prompted to discuss specific issues. Because everyone should have read the related materials prior to the posting, the entry should cause classmates to think, react, investigate, or question, rather than rehashing the class materials.

Students will be expected to submit one initial posting when assigned and an additional response on the assigned thread. Concise, on target postings that demonstrate interaction with the messages from other classmates are expected. Quality postings are more critical than quantity of postings (after the minimum of two per question). Grades will be impacted if the entries are bunched at the end of the assignment period which minimizes the function of the discussion. A quality posting may include some of the following characteristics:

- References professional literature (assigned readings, additional relevant materials)
- Recommends a resource or application that helps a fellow student gain more understanding or use of the issues discussed
- With support and logic, counters something found in the lecture, professional literature, or what a fellow student has stated

Participation will be evaluated based on the number of entries (minimum of two per question), depth of comments (not just, “I agree with what John said.”), and range of resources cited to support your comments.

**Web accessibility mini-review: 25 points**
This project will require a mini review of a web site for accessibility. You will choose a web site with which you have familiarity – preferably a site that is related to your profession – and utilize an automated tool to check for accessibility. Use the WAVE accessibility evaluation tool (wave.webaim.org) to conduct an accessibility review and report back a minimum of ten improvements that you would suggest to increase the site’s accessibility. The deliverable for this assignment is a written report (including screen shots as appropriate) with a minimum of ten
suggested improvements and an explanation of why each improvement contributes to the independence of people with disabilities using the site.

**Assistive Technology mini-assessment project: 25 points**
The selection of assistive technologies is often a critical element of success in increasing the independence in the lives of people with disabilities. A systematic approach to assessment dramatically increases the likelihood of successful selection of technology tools. In this assignment you will use a simplified/modified worksheet version of Joy Zabalas’s SETT framework to conduct a brief assessment of the assistive technology needs of a real or hypothetical person with a disability. This worksheet is located in the files section of Canvas. (www.joyzabala.com) In addition to completing the SETT worksheet, you will need to identify 3-10 potential assistive technologies to meet the needs of the student/subject you assess. Once you have made your final selections of technologies, you will need to identify a minimum of three learning objectives for each selected item and list them on the provided training outline. If you choose to utilize a hypothetical person, you may choose from among the case studies listed in the Files section of this Canvas site. If you choose to focus this assignment on a real person in your life with a disability, please email a description of that person and your overall approach to the instructor at least one week prior to the due date for approval. In either case, you may not have complete details about an individual and may need to use your imagination to fill in some of the gaps in available information. The deliverable for this project will be a completed AT assessment worksheet (in files area) as well as a narrative paper describing your subject, the process, your recommendations and your reflection on the assessment. The narrative portion of this project should be 2-5 pages in addition to the completed worksheet.

**Grade Allocation**
- Focus Project 50 points
- Discussions (5) 50 points
- Web accessibility mini-review 25 points
- AT mini-assessment project 25 points

**Learning Outcomes**
P: Focus Project -- D: Discussion

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Determine materials and services that are available to support the specific needs of people with various types of disabilities.</td>
<td>5</td>
<td>1</td>
<td>P, D1, D2, D4, D5</td>
</tr>
<tr>
<td>2. Determine format and equipment modifications (e.g., accessible design, alternative formats, assistive technology) related to universal access to information by people with disabilities.</td>
<td>5</td>
<td>1</td>
<td>P, D2, D3, D4</td>
</tr>
<tr>
<td>3. Analyze outreach efforts that could be utilized to contact people with various types of disabilities</td>
<td>4</td>
<td>2</td>
<td>P, D2, D3,</td>
</tr>
</tbody>
</table>
Upon completion of this course, students will

<table>
<thead>
<tr>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>D1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>D6</td>
</tr>
</tbody>
</table>

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each week we will cover a disability type/category as well as a principle that applies to all disability types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction to disability &amp; assistive technology</td>
<td>D1</td>
</tr>
<tr>
<td>2</td>
<td>Disability: Vision &amp; Hearing</td>
<td>D2</td>
</tr>
<tr>
<td>3</td>
<td>Disability: Physical disabilities</td>
<td>D3</td>
</tr>
<tr>
<td>4</td>
<td>Disability: Autism, Intellectual, Behavior &amp; Learning Disabilities</td>
<td>D4</td>
</tr>
<tr>
<td>5</td>
<td>Disability: Communication</td>
<td>D5</td>
</tr>
<tr>
<td>6</td>
<td>Disability: Multiple disabilities</td>
<td>D6</td>
</tr>
</tbody>
</table>

**Major Assignments**

- Web accessibility project (due July 13)
- AT assessment project (due July 27)
- Focus project (due August 10)

### 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>
</tbody>
</table>
Grade | Description
---|---
B+ (89.9 % to 87%) | 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.
B (86.9% to 84%) | Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (83.9% to 80%) | Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- (79.9% to 70%) | Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.
D through F (69.9% >) | Student has failed the course. An incomplete is not an available option.

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**
The course will be taught entirely online including web-based readings and resources, threaded discussions, plus online activities.
This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.
A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments, and projects on time, which is your attendance.
Incompletes
Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year. See: IUPUI Registrar: Grade of Incomplete (registrar.iupui.edu/incomp.html)

Deliverables
You are responsible for completing each deliverable (e.g., 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. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Your Questions, Concerns, and Comments
Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.). If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

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

Approach professional issues with understanding
Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
Anticipate emerging trends and respond proactively

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

Develop and manage collections of information resources
Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
Manage, evaluate, and preserve physical and virtual collections of information resources
Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
Manage and lead libraries and other information organizations
Perform basic managerial functions, including planning, budgeting, and performance evaluation
Communicate effectively to a variety of audiences
Apply theories of organizational behavior and structure

Represent and organize information resources
Understand and apply principles of representation and organization

Use research effectively
Design, conduct, interpret, and take action based upon research and evaluation

Deploy information technologies in effective and innovative ways
Implement and evaluate information and communication technologies for efficiency, usability, and value to users

ALA MLS COMPETENCIES
A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

Foundations of the Profession
1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.
1I. The techniques used to analyze complex problems and create appropriate solutions. 1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de- selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information
3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills
4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research
6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning
7A. The necessity of continuing professional development of practitioners in libraries and other
information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code of Student Rights (studentcode.iu.edu/)

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests (www.indiana.edu/~academy/firstPrinciples/) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism, instructors apply a range of methods.

Academic Misconduct

1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
   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:
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
4. Interference: A student must not steal, change, destroy, or impede another student’s work, nor
should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any
student’s grade or the evaluation of academic performance. Impeding another student’s work
includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive
others of the information they contain.
5. Violation of Course Rules: A student must not violate course rules established by a department, the
course syllabus, verbal or written instructions, or the course materials that are rationally related to
the content of the course or to the enhancement of the learning process in the course.
6. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to
help another student to commit an act of academic misconduct, nor allow another student to use
his or her work or resources to commit an act of misconduct.

OTHER POLICIES
1. Administrative withdrawal: A basic requirement of this course is that students complete all
required course activities. If a student is unable to attend, participate in, or complete an assignment
on time, it is the student’s responsibility to inform the instructor. If a student misses more than half
of the required activities within the first 25% of the course without contacting the instructor, the
student may be administratively withdrawn from this course. Administrative withdrawal may have
academic, financial, and financial aid implications. Administrative withdrawal will take place after
the full refund period, and a student who has been administratively withdrawn from a course is
ineligible for a tuition refund. Contact the instructor with questions concerning administrative
12

withdrawal. Learn more at IUPUI Administrative Withdrawal Policy (registrar.iupui.edu/withdrawalpolicy.html)

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

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

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

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

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

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

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

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

10. No class attendance without enrollment. Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Administrative Policy: No Class
Attendance without Official Enrollment (registrar.iupui.edu/official-enrollment-class attendance.html)

11. Religious holidays: Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit IUPUI Policy on Religious Holidays (registrar.iupui.edu/religious.html).

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

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

14. Student advocate: The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Division of Student Affairs (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). This link is also automatically inserted at the top of the Canvas Syllabus page. 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.

Rev. March 4, 2020