LIS S672
Seminar on Literature for Youth:
Informational Reading & Nonfiction Focus

Department of Library and Information Science
Indiana University School of Informatics and Computing - Indianapolis
Fall 2021

Credit Hours: 3
Instructor: Annette Lamb
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Prerequisites: none
Instruction mode: This course is offered online only.

Overview

Boring, lifeless nonfiction books are out! Engaging, visually-rich informational reading is in! While youth may read informational books for pleasure, nonfiction works can also be used to explore ideas, gain insights, broaden perspectives, and build knowledge. In this course, you'll learn to spice up the youth nonfiction section of a school or public library.

Informational reading and nonfiction works play a key role in both national recommendations and state standards. This emphasis is generating new demands for both school and public libraries as well as opportunities for collection development and collaboration. This course will explore a wide range of informational texts. In addition, it will examine issues related to selecting quality, complex texts, addressing the needs of reluctant readers, and engaging young people in stimulating reading experiences.

From graphic biographies and histories to plant and animal field guides, libraries are full of engaging nonfiction for children and young adults. By pairing popular fiction with nonfiction books, identifying clusters of related works, introducing graphic novel-style nonfiction to reluctant readers, and tying engaging nonfiction works to online tools and ebook resources, librarians can attract new readers and promote essential 21st century skills.

In addition, this course explores ways that readers' advisory services can be used to connect nonfiction titles with readers through both direct and indirect means. Finally, nonfiction reading is fun! This course provides opportunities to read and analyze a wide range of nonfiction books for youth.

Recent changes in standards have placed emphasis on informational reading making this a particularly timely topic for school and public librarians alike. Come join the fun!

Course Description

This three-credit graduate course is an advanced seminar focusing on informational reading and nonfiction materials for youth. This course will expand your thinking about the essential role of nonfiction in the children's and young adult school and public library collections.

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

Choices allow graduate students with varied backgrounds and interests to select activities that meet their professional needs. Each student will have the opportunity to examine a personal or professional area of interest within the informational reading and nonfiction literature focus.

Students should already have mastered technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. Go to UITS IT Training (https://ittraining.iu.edu/explore-topics/show-all/index.html) for lots of resources including Canvas tutorials.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to e-mail or arrange a chat with your instructor at any time.

Required Readings/Resources

The course content will be accessed through a series of web pages. In addition to readings and presentation materials, the pages also contain reflective questions and individual exercises to reinforce key concepts.

Required

The required readings are available in Canvas.

Optional

Griffith, Jason (2017). **From Me to We: Using Narrative Nonfiction to Broaden Student Perspectives**. Routledge. This book is useful for school librarians.

Isaacs, Kathleen T. (2012). **Picturing the World: Informational Picture Books for Children**. ALA Editions. This book would be useful for those of you interested in working with young children.

Jarrell, Jill S. & Cannon, Tara C. (2010). **Cooler than Fiction: A Planning Guide for Teen Nonfiction Booktalks**. McFarland. This book would be useful for those of you interested in working with young adults. However, the titles are dated.

Sanders, Joe Sutliff (2018). **A Literature of Questions: Nonfiction for the Critical Child**. Available as ebook through IUPUI. This book is useful for those interested in work with children.

Learning Objectives

The students will be able to:

1. Trace the past, present, and future of nonfiction for youth (LitBit 1).

2. Identify and select quality nonfiction works for youth (LitBit 1-8).

3. Apply principles of collection development to nonfiction youth collections (LitBit 2).

4. Design pairings of fiction and nonfiction works and book clusters for youth (LitBit 3).

5. Read and analyze the range of nonfiction for youth (LitBit 1-8, Read & Discuss).

6. Discuss trends in graphic nonfiction for youth (LitBit 4).

7. Identify characteristics of nonfiction that appeal to reluctant readers (LitBit 4).

8. Create pathfinders that connect nonfiction books with online tools and resources (LitBit 5-7).

9. Connect the school and public library nonfiction collection to the Common Core State Standards (LitBit 2).

10. Apply strategies for readers' advisory to nonfiction collections (LitBit 1-8, Blog).

The instructor will:

- encourage critical and creative thinking related to literature for youth.

- convey examples of theory, techniques, and models relevant to literature for youth.

- judge student performance fairly in accordance with the SLIS grading policy and the expectations for the assignments outlined in this syllabus.

The ability to communicate well is emphasized both in librarianship competencies and in departmental outcomes. As such, while this is not an English or composition course, you are expected to have gained a proficiency in those skills appropriate for a masters level program. The University Writing Center has many resources and links for any student seeking additional information or assistance. University Writing Center (https://liberalarts.iupui.edu/uwc/)

Citations
As of fall semester of 2020, all MLIS students must obtain a copy of 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.

1. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). American Psychological Association.

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

Course Assignments and Assessments Details

Prior to assessment, each student should complete the required reading, viewing, and active learning assignments. The learning objectives will be assessed through a series of projects, activities and discussions. A total of 100 points is possible.

The course contains seven **LitBits Assignments** worth 70 points (10 points each), a **Book Blog** worth 20 points, and a **Read & Discuss** assignment worth 10 points.

Lit Bits (70 Points)
LitBit (PDF) activities (10 points each) provide flexible opportunities for you to explore and apply course content related to collection development and management. Choices allow

students with diverse background and professional interests to apply theories through meaningful, practical assignments.

Book Blog (20 Points)
The Book Blog (PDF) allows you to read and share nonfiction or informational reading books of interest. You will be making at least seven blog entries and at least four replies. In addition, you will complete a reflection that's shared in the Canvas Discussion area.

Read & Discuss (10 Points)
The Read & Discuss (PDF) activities give you a chance to read and discuss three recently published works of nonfiction. In addition, you'll be sharing a "big idea" related to nonfiction or information reading for youth at the end of the semester.

For details, go to the Course Guide (PDF) and the individual assignments PDFs.

Course Grades

The points awarded for each activity are indicated on the Course Requirements. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Final grades are based on the following range within the total 100 points possible:

A 96-100
A- 90-96
B+ 87-90
B 84-87
B- 80-84
C 70-80
D 60-70
F below 60

The meaning of the letter grades follows the SLIS Grading Policy:

A: 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. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C: Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.

D: Student has failed the course. An incomplete is not an available option.

F: Student has failed the course. An incomplete is not an available option.

Course Scope and Sequence

Week 1
Informational Reading for Youth: Past and present

       Informational texts defined

       Structure and approaches to nonfiction writing (i.e., explanatory, narrative)

       History and trends in nonfiction for youth

       The importance of nonfiction for youth

       Readers' advisory for nonfiction: fashion to survival guides

Week 2
Collection Development and Pop Culture: Tattoos to reality TV

       Youth reading preferences, motivation, and reading research

       Nonfiction analysis

       Selection tools for nonfiction

       Book awards and the "best of the best"

       Issues in selection

       Nonfiction authors

       Nonfiction publishers

Week 3
Common Core State Standards for School & Public Libraries

       Informational reading and the standards

       Information inquiry and the standards

       Implications for school and public libraries

       Collaboration and leadership

Week 4
Emergent and Novice Readers

       Informational picture books: alphabet to counting books

       Fact, fiction, and narrative nonfiction

Read-aloud nonfiction

Week 5
Reluctant Readers

How-to books: drawing, cookbooks, games, magic, and Lego mania

Thinking books: brain teasers, riddles, secret codes, puzzles, illusions

Levels of truth books: folklore, mythology, dragons, wizards, ghosts, aliens

Week 6
Graphic Nonfiction

Graphic novel-style nonfiction: biographies, histories, sciences

Visually-rich books: illustrations, photos, infographics, charts, graphs

Photobooks and scrapbooks

Week 7
Literary Nonfiction

Literature (800s)

Biography and genealogy (920s)

Social topics (abuse, addiction, bullying, dating, death, divorce)

Week 8
Humanities Collection (100s, 200s, 300s, 400s, 700s)

Arts, crafts, and hobbies

Fitness and sports

Music, dance, and theatre

Holidays and festivals

Philosophy, religious, and social studies

Language

Week 9
History and Geography Collection (900s)

Prehistoric people

Explorers and pirates

American history

Western history

Eastern history

Geography and travel

Focus on Primary Sources

Week 10
Science, Technology, Engineering, Math (STEM) Collection (500-600s)

Air, earth, and space science (i.e., weather, disaster, astronomy, aerospace)

Physical science (i.e., physics, chemistry, energy)

Earth science and paleontology (i.e., geosciences, dinosaurs)

Life science (i.e., botany, biology, human biology, animal science, environmental)

Medical science (i.e., healthcare, medicine, optics, biofields)

Technology (i.e., computers, robotics, cybersecurity, nanotechnology, family life)

Engineering (i.e., automotive, construction, electrical, industrial, civil, invention)

Mathematics (i.e., financial, statistics, probability, business)

Week 11
Pairings and Clusters

Fiction-Nonfiction Pairings**:** magic treehouse to sports adventures

Primary Source Pairings

Concept Clusters

Literature Circles

Pathfinders

Week 12
Series and Reference

Series nonfiction: field guides to states reports

Reference: atlas, almanacs, and college guides

Week 13
Nontraditional Approaches and Formats

Adult nonfiction for teens

Teen versions of adult books

Nontraditional nonfiction formats: popups to kits

Information inquiry, youth research, and informational reading

Week 14
Connecting with Youth

Marketing nonfiction: beyond ghosts, aliens, and magic books

Book clubs: biographies to bigfoot

Public library programming: cooking contests to dinosaur digs

Week 15
Technology Connections

Transmedia: connecting books, multimedia, websites, and social media

Audiobooks: informational reading to language learning

Informational video: documentaries to how-tos

Digital documents: historical speeches to science reports

Databases: periodicals (i.e., Cobblestone, Muse)

MLS Program, Graduate Program and ALA Competency Connections

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:

- Connect Core Values and Professional Ethics to Practice
- Facilitate Engagement in the Information Ecosystem
- Curate Collections for Designated Communities
- Lead and Manage Libraries, Archives and Other Information Organizations
- Organize and Represent Information
- Conduct Systematic Research to Inform Decisions
- Innovate Professional Practice with Information Services and Technology

This course is connected to the Principles of Graduate and Professional Learning in the following areas:

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

This course addresses a number of ALA competencies. According to ALA (2009), 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
- Information Resources
- Technological Knowledge and Skills
- Reference and User Services
- Administration and Management

ACRL Framework for Information Literacy
The ACRL Framework for Information Literacy is woven throughout our curriculum. The frames highlighted below have been incorporated directly into this course.

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**
6) **Searching as Strategic Exploration**

To learn more, go to <u>ACRL Framework for Information Literacy</u>.

Expectations, Guidelines, and Policies

Attendance

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

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments on time, which is your attendance.

Incompletes

Please let your instructor know if you're having difficulty completing the requirements of this course. A grade of "incomplete" is 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 grade automatically becomes an F after one year. See: IUPUI Registrar: Grade of Incomplete

Deliverables

You are responsible for completing each deliverable (e.g., projects, activities, discussions) 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 if submitted late without making prior arrangements.

All assignments are due by midnight on the date listed in the course calendar. A couple extra hours beyond midnight is okay if you're working late or have computer problems. One advantage of this type of course is flexibility. However, specific due dates have been established to ensure that all students are successful in this course. Please let your instructor know if you need to change these dates because of personal or professional responsibilities. If you email your instructor before an assignment is due, you'll be given a couple additional days to complete an assignment because of personal or professional reasons. Otherwise, deductions will be made for late work.

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.

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
2. **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 withdrawal. Learn more at IUPUI Administrative Withdrawal Policy

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 <u>IUPUI Course Policies</u>
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 <u>Administrative Policy: No Class Attendance without Official Enrollment</u>
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 <u>IUPUI Policy on Religious Holidays</u>.
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 <u>Stop Sexual Violence</u>
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 <u>Division of Student Affairs</u>

IUPUI Course Policies
A number of campus policies governing IUPUI courses may be found at the following link: .

See the <u>Important Supplement for IUPUI Syllabi</u>. (.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.