LIS-S 685: Electronic Records Management

Department of Library and Information Science
Indiana University School of Informatics and Computing, Indianapolis

Section No.: 36337
Credit Hours: 3
Instructor: Stephen Dalina, M.L.S.
Email: sdalina@iu.edu
Prerequisites: LIS-S 500 and LIS-S 501
Instruction mode: This course is offered online only.

COURSE DESCRIPTION

This course addresses major challenges facing the archival and records management professions in their quest to manage electronic records. Students study and evaluate the impact of automation on archival theory and practice, analyzing various models and strategies archivists have developed to manage electronic records.

TOPICS

General examination of the document lifecycle of organizational records: generation and control; information storage and retrieval systems; protection and disposition; retention regulations and practices. Discussion of how records management concepts and contexts differ from archives and library organization and retrieval systems. Application of general records management theory to all media.
# LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Upon completion of this course students will</th>
<th>RBT*</th>
<th>PGPL†</th>
<th>PLO‡</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze, synthesize, and communicate information and knowledge in a variety of formats.</td>
<td>4, 6</td>
<td>2, 3</td>
<td>4</td>
<td>Short Paper assignment</td>
</tr>
<tr>
<td>2. Discover existing and potential problems in a records management environment and devise strategies to resolve.</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>Week 8 Discussion Board assignment</td>
</tr>
<tr>
<td>3. Assess and create systems for managing records and information.</td>
<td>5, 6</td>
<td>3</td>
<td>3</td>
<td>Week 5 Retention assignment</td>
</tr>
<tr>
<td>4. Develop a framework for the development and evaluation of records and information management (RIM) programs and activities in a variety of settings.</td>
<td>5, 6</td>
<td>3</td>
<td>3</td>
<td>Week 3 Survey assignment</td>
</tr>
<tr>
<td>5. Measure organizational variables influencing a records and information management (RIM) program, its implementation, and adoption.</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>Week 12 Discussion Board assignment</td>
</tr>
<tr>
<td>6. Distinguish issues and trends in the field of records and information management (RIM).</td>
<td>4</td>
<td>3</td>
<td>6</td>
<td>Week 15 Discussion Board assignment</td>
</tr>
<tr>
<td>7. Compare and interpret records and information management (RIM) interaction with related information management issues and disciplines.</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>Week 13 Discussion Board assignment</td>
</tr>
<tr>
<td>8. Unpack and delve into a specialized topic which requires identifying current events and demonstrating a need to have sound ethical procedures in the profession.</td>
<td>6</td>
<td>3, 4</td>
<td>1</td>
<td>Final Paper</td>
</tr>
<tr>
<td>9. Analyze information problems and develop solutions, drawing from a wide range of information technology tools and practices.</td>
<td>5, 6</td>
<td>3</td>
<td>7</td>
<td>Course Project</td>
</tr>
</tbody>
</table>

*R 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
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

‡ **Program Learning Outcomes**

1. **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
2. **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
3. **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
4. **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
5. **Apply Theories of Organizational Behavior and Structure**
   - Represent and Organize Information Resources
   - Understand and apply principles of representation and organization
6. **Use Research Effectively**
   - Design, conduct, interpret, and take action based upon research and evaluation
7. **Deploy Information Technologies in Effective and Innovative Ways**
   - Implement and evaluate information and communication technologies for efficiency, usability, and value to users
Required Readings/Resources

All readings will be available via Canvas, via provided link, or online via web or university databases: IUPUI Main Library database A-Z list https://iupui.campusguides.com/az.php

Main Resources to be used for the course:

- Information Requirements Clearinghouse. Retention Articles. retrieved from https://irch.com/
- Various YouTube videos and articles that will be provided in the course module.

Recommended Readings/Resources

Student should already have mastered basic technology skills. For students lacking entry skills, existing online resources can be valuable. IUPUI provides access to excellent online tutorials. The following resources are recommended for course assignments, exercises, and projects:

- For self-instructional modules focusing on a wide range of basic technology skills, go to UITS IT Training (iu.edu/explore-topics/show-all/index.html)
- For additional software training materials, go to UITS IT Training: Skillsoft (iu.edu/skillsoft/)

Recommended Software

You need software such as a word processor to complete some assignments. You have three sources for software: IUware, IUnanyWare, Office 365

- **IUware** (https://iuware.iu.edu/) allows students, faculty, and staff to download software at no charge. See: What is IUware? https://kb.iu.edu/d/agze
- **IUnanyWare** (https://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 IUnanyWare https://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** (https://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 (https://kb.iu.edu/d/bexq)
For more details, see How to get university-licensed software at IU? (https://kb.iu.edu/d/aclo)

**Teaching and Learning Methods**

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

**GRADE ALLOCATION**

<table>
<thead>
<tr>
<th>Course Project: Records Retention Schedule</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Paper: Records and Information Management</td>
<td>20%</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>Reports (1-2 pages; APA Format)</td>
<td>30%</td>
</tr>
<tr>
<td>Article 1</td>
<td>10%</td>
</tr>
<tr>
<td>Article 2</td>
<td>10%</td>
</tr>
<tr>
<td>Article 3</td>
<td>10%</td>
</tr>
<tr>
<td>Unit Discussion Boards (10; 2 % each)</td>
<td>20%</td>
</tr>
<tr>
<td>Survey Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Retention Assignment</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96% to 100%</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A−</td>
<td>90% to 95.99%</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>86% to 89.99%</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all Modules as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>82% to 85.99%</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B−</td>
<td>79% to 81.99%</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>77% to 78.99%</td>
<td>Unsatisfactory work. <strong>Student has failed the course as a core course.</strong> Student performance demonstrates incomplete and inadequate understanding of course materials</td>
</tr>
<tr>
<td>C</td>
<td>73% to 76.99%</td>
<td></td>
</tr>
<tr>
<td>C− or below</td>
<td>72.99% or below</td>
<td><strong>Student has failed the course as an elective.</strong></td>
</tr>
</tbody>
</table>

Note that to satisfy a core requirement, the grade must be B− or above. For electives, the grade must be C or above. If these requirements are not met, the course must be repeated for credit. Both grades will
be included in the cumulative GPA. A GPA of 3.0 or higher must be maintained to avoid academic probation or dismissal.

ASSESSMENTS

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:

**Course Project – Records Retention Schedule**

Students will submit a records retention schedule accompanied by a 3-page report (in memo format).

The student is to take the position as a Records Management Consultant in creating and implementing a record retention schedule for an organization of their choice. The memo will identify and justify the need for a retention schedule. You may also want to include the benefits to be realized. The student will also explain the process in creating the schedule. You will also need to explain your research in support of your retention periods. This may include any legal citations, administrative support, and/or peer organizational research.

The schedule will consist of at least 10 record series and will include the major components covering record title, record description, office of record, retention and disposition.

**Final Paper – Records and Information Management Ethics**

Discuss some of the ethical and moral implications associated with records and information management.

- Develop your 1,000-word (minimum) American Psychological Association (APA) style paper to describe and define the Records Manager’s ethical and moral obligations in an organization and as a professional. Discuss the reasoning and importance of a meaningful code of conduct that the Records Manager should follow.
- Explain and support the idea that each Records Management professional has personal responsibility to his/her client, employer and organization.
- Research and identify any “standard” code of conducts that RIM Professionals should be aware of and follow.
- Develop your paper to categorize and describe who the Records Management professional interacts with within an organization to provide sound ethical principles.
- Describe the various components of a Records Management Program and note the benefits that moral/ethical business practices play. Continue by supporting the components by citing any legal ramifications of unsound ethical decision making.
- Identify newsworthy events that have tested RIM professionals in their obligation to promote sound ethical records management principles. Continue by analyzing laws that promote ethical record keeping practices. Select a few instances/examples where adherence to ethics could have prevented any negative impact to companies or
individuals.

- You must use a minimum of 5 relevant sources to support your research.

**Short Paper Assignment (3)**
Each report will contain a summary of the article. Include your own opinion of the subject, if you can support it. The length of the report may NOT exceed two pages. You will be marked down one letter grade for exceeding the maximum number of pages.

Articles are to reflect the topics being discussed in class at the time you complete them. At least one article must be from the Information Management Journal – (ARMA trade journal).

Attendance at an ARMA/MARAC/AIIM meeting (Conference or local Chapter) may also be used as a report. Reports on meetings are to be written in memo format. Instructor can provide meeting dates/locations.

**Unit Discussion Boards**
Most units of study include one or more threaded Discussion Board topics that provide an opportunity for students to critically discuss key topics in the unit that are directly related to readings, media content, and the real-world of records management. All students are expected to respond to questions, comment on different opinions, engage in discussion with classmates, and summarize thoughts and ideas for each topic presented by the due dates. Most discussions will be led by "leader teams" that will facilitate the discussion.

Students will respond to EACH TOPIC by posting their responses to the instructor-provided questions and/or moderator comments/questions by Wednesday, 11:59 p.m., EST (of the week the discussion board is assigned) and then replying to other students' postings (two replies are required for each discussion topic) by Sunday, 11:59 p.m., EST (of the week the discussion board is assigned). The Discussion Boards will be graded based on the Discussion Board Rubric.

**Leader teams in discussion boards:**
For most discussion boards, there will be a designated student leader team who will lead the discussion and be responsible for generating participation, challenging ideas/consensus, and asking questions to stimulate dialogue. Ideally, the moderator for a given discussion will 'kick-off' the discussion. Your leadership participation will be graded separately in the Discussion Board Rubric (i.e., up to a 5-point bonus!). Leaders are still expected to do the required postings and replies during the week that they are leading a discussion topic.

Discussion leader team members should assume one of the following roles:

- **Moderator** – orchestrating all group activities; in charge of posting the first message, if no one else is quick enough, on the discussion forum, facilitating a smooth discussion, intervene if necessary. (I expect to see this person driving the Discussion)
- **Devil’s Advocate** – does some research on the opposite of the general consensus on a
subject, and raises issues to create a lively discussion. (This is the most fun role and you can qualify your Discussion comments with a note that you are the DA)

- Conversation Cop - person will review posts and remind students who haven't posted to post before Discussion deadlines (no sense losing points in the class on this). The conversation cop, along with the moderator, ensures that the discussion stays on topic.

Survey Assignment

Create your own survey form. Be sure to include all the components you feel are important to collect the necessary data. You will then survey three (3) record series using your form. You can choose any type of record series from your home or work place.

Retention Assignment

Create a typical retention schedule (grid or narrative format). Please include the components that you feel are important. You are not required to populate the schedule with record types.

COURSE DESIGN

The assignments enable me to evaluate your performance and ensure that you are keeping up. Some of the assignments will be minor but several will require more careful preparation and accumulated knowledge. Instructions will be provided for every assignment via Modules in Canvas. The course is set up to build upon each week. The goal is to prepare you to submit quality work culminating with your course project and final paper.

The syllabus works hand in hand with the course shell. Please be sure to use the syllabus AND the Module introduction page to help guide you through the semester.

All assignments are due at 11:59 pm EST on the days indicated.

How to Submit Assignments

Assignments will be "handed in" using the Canvas Assignment component. Please note the due date indicated. Not all due dates fall into a predictable pattern although the submission deadline is always 11:59pm EST on those dates.

COURSE OVERVIEW/SCHEDULE

Module 1 - INTRODUCTION

ASSIGNED READINGS/VIDEOS


**LECTURE**
- Introduction to Records Management (PPT)

**ASSIGNMENT DUE**
- Discussion Board - initial posting due Thurs.; replies due Sunday (Note: short week)

**Module 2 – Basic Concepts**

**ASSIGNED READINGS/VIDEOS**


**LECTURE**
- Records Management – Academic Institution (PPT)

**ASSIGNMENT DUE**
- Discussion Board - initial posting due Wed.; replies due Sunday

**Module 3 – Records Survey/Inventory**

**ASSIGNED READINGS/VIDEOS**


LECTURE
- Records Survey/Inventory (PPT)

ASSIGNMENT DUE
- Discussion Board - initial posting due Wed.; replies due Sunday
- Survey - submit 3 forms in Canvas

Module 4 – Records Retention

ASSIGNED READINGS/VIDEOS
- Rutgers University (2007). Rutgers University Student Records Retention Schedule (Excel document)

LECTURE
- Records Retention (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday

Module 5 – Retention Legal Issues

ASSIGNED READINGS/VIDEOS
LECTURE
- Legal Issues - Retention (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday
- Sample retention schedule – submit 1 sample schedule in Canvas

Module 6 Active Records and Vital Records Protection

ASSIGNED READINGS/VIDEOS

LECTURE
- Active Records/Systems (PPT)
- Vital Records/Disaster Recovery/Business Continuity (PPT)

ASSIGNMENT DUE
- Discussion Board - initial posting due Wed.; replies due Sunday
- Short Paper #1 – due.

Module 7 Inactive Records and Records Storage Methods

ASSIGNED READINGS/VIDEOS
LECTURE
- Inactive records and Records Storage (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday

Module 8 Electronic Records I

ASSIGNED READINGS/VIDEOS

LECTURE
- Electronic Records (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday
- Short Paper #2 –due

Module 9 Electronic Records II

ASSIGNED READINGS/VIDEOS
- Franks, Patricia. “Records and Information Management” (Chicago: ALA Neal-Schuman, 2013): 145-166
- Bantin, Philip. “The Impact of Change on the Management of Electronic Records” Understanding Data and Information Systems for Recordkeeping (New York: Neal-


LECTURE
- Electronic Records Part 2 (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday

Module 10 – Ethical Records Management

ASSIGNED READINGS/VIDEOS

LECTURE
- Ethic Records Management and Policy (PPT)

ASSIGNMENT DUE
- Discussion Board – initial posting due Wed.; replies due Sunday
- Short Paper #3 –due

Module 11 – Records Management in Government Agencies

ASSIGNED READINGS/VIDEOS
- National Archives and Records Administration oversight and management improvements initiated, but more action needed : report to the Ranking Member,


**LECTURE**

- Records Management in Government (PPT)

**ASSIGNMENT DUE**

- Discussion Board – initial posting due Wed.; replies due Sunday

**Module 12 – Archives and Records Management**

**ASSIGNED READINGS/VIDEOS**


**LECTURE**

- Archives and Records Management (PPT)

**ASSIGNMENT DUE**

- Discussion Board – initial posting due Wed.; replies due

- Course Project

**Module 13 – Records Management Profession**

**ASSIGNED READINGS/VIDEOS**


ASSIGNMENT DUE
• Discussion Board – initial posting due Wed.; replies due Sunday

Module 14 – Information Governance

ASSIGNED READINGS/VIDEOS


LECTURE
• Information Governance (PPT)

ASSIGNMENT DUE
• Discussion Board – initial posting due Wed.; replies due Sunday

Module 15 – Strategic Records Management

ASSIGNED READINGS/VIDEOS


LECTURE
• Strategic Records Management (PPT)

ASSIGNMENT DUE
• Discussion Board – initial posting due Wed.; replies due Sunday

• Final Paper – due

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, quizzes, and projects on time, which is your attendance.

Incompletes

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

http://registrar.iupui.edu/incomp.html

Deliverables

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

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

ALA MLS COMPETENCIES

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to meet the ALA standards.
See: ALA Core Competences of Librarianship (www.al.org/educationcareers/sites/al.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 the Indiana University Department of Education “How to Recognize Plagiarism” Tutorials and Tests. https://www.indiana.edu/~istd

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 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.
   - 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.
   - 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.
   - 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.
   - A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

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.

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 student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   - 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

   - 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.

   - 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.

   - 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 (iupui.edu/withdrawal-policy.html)

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

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

4. 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/)

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) (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 (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 (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). A link to this document is also automatically included in each Canvas course as “Syllabus Supplement.” This supplement covers:
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.