

# LIS S572: Youth Services

Department of Library and Information Science  
Indiana University School of Informatics and Computing  
Indianapolis  
Spring 2019

Section No.:

Credit Hours: 3

Instructor: Beth Meyer

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Prerequisites: LIS S401, S501, and S502 or consent of instructor

Corequisite: LIS S574

Instruction mode: This course is offered online only

## COURSE DESCRIPTION

This course emphasizes the history, philosophy, and description of children and young adult library services. It takes a holistic look at the role of the youth services librarian from planning and evaluation to specific services and programs, and examines the current and future outlook for this type of librarianship. Emphasis is on the public library, but cooperation with appropriate services and programs such as school media centers is also discussed.

## EXTENDED COURSE DESCRIPTION

The history, philosophies and descriptions of children's and young adult library services and programs are presented, examined and discussed. This class will provide a holistic look at the role of the youth services librarian including (but not limited to): assessing needs based on developmental characteristics and societal trends, evaluation, planning specific services and programs and examining both the current status and future of youth services. The focus will be on children (from birth through age fourteen) and young adults (from ages twelve to eighteen), as well as adults who are youth caretakers (parents, teachers, social workers, daycare workers, etc.) Services include programming, reference/information services, readers' advisory, and educational services. The use and value of computers, devices, and technological access (reference, educational, games and literacy) will be included. Though emphasis is on the public library, cooperation with school library media centers and other appropriate agencies (social services, health care, and formal and informal

educational agencies) through advocacy, networking and providing support services are included.

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## Required Readings/Resources

While there is no textbook required, there will be required reading for each weekly module. These articles will be available online and from a variety of authoritative journals and websites as well as required webinars.

Any additional readings will be available online via web or university databases: [IUPUI Main Library database A-Z list](#) ([iupui.campusguides.com/az.php](http://iupui.campusguides.com/az.php))

We will also use a variety of library resources: [IUPUI Main Library](#) ([ulib.iupui.edu](http://ulib.iupui.edu))

## 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](http://iu.edu/explore-topics/show-all/index.html) ([iu.edu/explore-topics/show-all/index.html](http://iu.edu/explore-topics/show-all/index.html))
- For additional software training materials, go to [UITS IT Training: Skillsoft](http://iu.edu/skillsoft/) ([iu.edu/skillsoft/](http://iu.edu/skillsoft/))

## 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), reading guides, 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
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

## Assessments Details

Each student should not only read the assigned material including assigned webinars, but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. Discussions (D) and Program Observation with Interviews (PO) assess student expression of course concepts.
2. Project plans (PL) and Presentations (P) assess student comprehension and skill acquisition.

## Grade Allocation

- Discussions (10): 100
- Project plan (2): 300

- Program Observation with Interviews (1): 100
- Presentation (1): 150
- Webinar Certificates of Completion/ Quizzes (2): 50

## Learning Outcomes

Upon completion of this course, students will	RBT	PGPL	Assessment
1. Assess past, present and potential future of library services for children and young adults.	5	2,3	Discussion 7, 8 Program Plans
2. Develop skills in assessing needs and utilizing goals and objectives to plan services and programs, and in evaluating services and programs.	3,5	2,4	Discussions 2, 7, 8 Program Observation
3. Be able to build specific programs appropriate for various age groups and to observe and conduct model programs in real settings.	6	1,3	Discussions 3-6 Program Plans
4. Implement the practices of booktalking, readers' theatre and other reading motivational activities within the framework of building programs for meeting developmental needs of youth.	2,3,6	1,3	Presentation Program Plans
5. Understand and utilize the potential of technology as well as other media in providing information services, in meeting educational needs, and in promoting total literacy.	5	1,4	Discussion 8 Program Plans
6. Create a philosophy of service for youth.	6	3,4	Discussion 10 Program Plans

## COURSE DESIGN

Assignments are designed in order 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 syllabus indicates what we cover for a particular Module period and what is due during the period. You may submit any work early if you are done, of course, but work handed in early is considered ready to be graded unless otherwise specified or arranged.

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

## **Logistics**

Use the Modules page to quickly get to instructions.

Please pay attention to the indicated word count for different assignments. Length may vary between assignments. The limit is for a reason: in professional librarianship, there are parameters for conference presentations, professional journal articles, or even presentations to a Board of Trustees. It's about how to effectively communicate rather than just drown an audience in facts and observations.

If you cite the textbook *Online Searching*, simply use APA parenthetical references. For example:

We have moved away from "a closed circle of scholarly creators and consumers" (Markey, p. 7) to a different system of etc...

Markey contends that we have moved away from "a closed circle of scholarly creators and consumers" (p. 7) to a different system of etc...

A chat with a user can fail when a librarian does not engage in a negotiation (Markey, p. 151).

If you cite any work other than the textbook, use a parenthetical reference, too, but also list the work at the end of the response. APA style is requested.

## **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**

## **Module 1: January 7**

An Introduction and Brief History of Youth Services in Libraries, review syllabus, readings, expectations, and assignments.

**Module 1 Assignment: Discussion #1 (10 points)**

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## **Module 2: January 14**

Library Missions, Objectives, and Goals: which is what and why?

Ages & Stages: how do create age-appropriate programming and services for all patrons

**Module 2 Assignment: Discussion #2 (10 points)**

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## **Module 3: January 28**

Preparation Timelines and Marketing: how to get the word out effectively

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## **Module 4: February 4**

Infant and Toddler Programming and Services

**Module 4 Assignment: Discussion #3 (10 points)**

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## **Module 5: February 11**

Preschool Programming and Services

**Module 5 Assignment: Discussion #4 (10 points)**

**Complete webinar and quiz (25 points)**

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## **Module 6: February 18**

School Age (Tween) Programming and Services

**Module 6 Assignment: Discussion #5 (10 points)**

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## **Module 7: February 25**

Teen (YA) Programming and Services

**Module 7 Assignment: Discussion #6 (10 points)**

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## **Module 8: March 4**

Summer Reading Programs

Evaluating Programs and Services Effectively

**Module 8 Assignment: Discussion #7 (10 points)**

**Program Plan #1 DUE**

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## **Module 9: March 18**

Special Needs Programming and Services

Outreach

**Module 9 Assignment: Discussion #8 (10 points)**

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## **Module 10: March 25**

Partnerships

Intergenerational programming

Family Literacy

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## **Module 11: April 1**

Core Services

Readers' Advisory

Program Plan #2 DUE

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## **Module 12: April 8**

The Reference Interview

Technology & Youth

**Module 12 Assignment: Complete webinar and submit certificate of completion (25 points)**

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## **Module 13: April 15**

Intellectual Freedom & Ethics

Future Library Trends

**Module 13 Assignment: Discussion #9 (10 points)**

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## **Module 14: April 22**

Professional Organizations & Continuing Education

The Job Interview and Competencies of Youth Librarians

Professional Development

**Module 14 Assignment: Discussion #10 (10 points)**

**Final deadline for Program Observation and Interviews**

**Final deadline for Program Presentation**

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# **GRADING SCALE**



Grade	Description
A 100 % to 96.0%	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.
A- 95.9 % to 90.0%	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ 89.9 % to 87.0%	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.
B 86.9 % to 84.0%	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- 83.9 % to 80.0%	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ through C- 79.9 % to 70.0%	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 presentations and activities.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However,

students are encouraged to e-mail or arrange an online chat with the instructor at any time.

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

## **Incompletes**

Incompletes are 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 \(registrar.iupui.edu/incomp.html\)](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. If you are aware of a delay, please reach out to your instructor in advance or as close to the deadline as possible to avoid penalty. 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](http://studentcode.iu.edu/) (studentcode.iu.edu/)

All students must also successfully complete the [Indiana University Department of Education "How to Recognize Plagiarism" Tutorials and Tests](http://www.indiana.edu/~academy/firstPrinciples/) (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.
  1. 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.
  2. 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.
  3. 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.
  4. 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.
  5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  7. 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.
  8. 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.



1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. 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
3. **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.
4. **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.
5. **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 \(iupui.edu/withdrawal-policy.html\)](http://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](mailto:capsindy@iupui.edu). For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://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 \(AES\) \(iupui.edu/\)](http://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 \(protect.iu.edu/emergency\)](http://protect.iu.edu/emergency)
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at [IUPUI Course Policies \(registrar.iupui.edu/course\\_policies.html\)](http://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 \(iupui.edu/official-enrollment-class-attendance.html\)](http://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 \(registrar.iupui.edu/religious.html\)](http://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 \(iu.edu/\)](http://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](mailto:studvoc@iupui.edu). For more information visit [Division of Student Affairs \(studentaffairs.iupui.edu/advocate\)](http://studentaffairs.iupui.edu/advocate)

## IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: [\*\*Course Policies \(registrar.iupui.edu/course\\_policies.html\)\*\*](http://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:

- 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.