

# LIS S591: Grant Writing

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

Section No.: 13815 SS1

Credit Hours: 3

Instructor: **Betsy Reichart**

Email: [bereich@iu.edu](mailto:bereich@iu.edu)

Prerequisites: LIS S500, S501 or consent of instructor

Instruction mode: This course is offered online only.

## Your Questions, Concerns and Comments:

Please contact the instructor directly via IU email or Canvas. Questions are welcomed and encouraged! The instructor will use Canvas messages, IU email and announcements to communicate with you throughout the course.

## Course Description

Students will work independently and in collaboration with course peers to prepare a grant funding proposal for a library/school library media center or non-profit organization, including organizational fact sheet, needs assessment, demographics, and problem statement; project design and development; logic model; budget; staffing; timeline; and evaluation plan.

## Extended Course Description

S591 is an introduction to the craft of writing a successful grant application developed via a real-world grant template and outcomes-based planning. Through a combination of individual exercises and peer review in groups, you will discover the importance of grant writing to the success of a library, school media center, or other. You will learn how skills in grant writing may be valuable to your own professional success.

## Recommended Readings/Resources

There is no required textbook for this online course. Course materials are grouped by week under the Modules tool in Canvas. Assigned readings are provided in the Modules as web links or PDFs or are available through databases provided by IUPUI University Library.

However, because you will be graded on your writing skills in this course, you will want to use a dictionary and the APA Manual of Style, 7th ed.

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.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Or free and online: [Purdue OWL APA](#)

## Required Software

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:

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

- [IUware \(https://iuware.iu.edu/\)](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>
- [IUanyWare \(https://uits.iu.edu/iuanyware\)](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 IUanyWare <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 \(https://uits.iu.edu/office365\)](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 \(https://kb.iu.edu/d/bexq\)](https://kb.iu.edu/d/bexq)

For more details, see [How to get university-licensed software at IU? \(https://kb.iu.edu/d/aclo\)](https://kb.iu.edu/d/aclo)

## Teaching and Learning Methods

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

## Assessments

### Assessments Details

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

1. Discussions of written work are scheduled weekly by the instructor in the learning management system (Canvas) to assess applied skill acquisition demonstrated through peer feedback on and revision of written assignments, and to give students the opportunity to receive individualized instructor feedback on initial applications of course concepts.
2. Quizzes are scheduled weekly by the instructor in the learning management system (Canvas) to assess individual comprehension of the Modules and to give students the opportunity to review course concepts and refine written work before final submission.
3. A Final Paper- the actual grant application- gives students the opportunity to share compiled materials as an assembled package and demonstrate mastery of course concepts.

Discussion in groups must be completed according to the stated schedule—no exceptions. Individual written work will be assessed according to rubrics based on demonstrated understanding of key competencies through unique contributions, including examples from the Modules, personal work experience, or other resources found through online research. Students must be familiar with the content provided in the Modules (lecture notes) in order to pass quizzes, write draft sections, and participate in discussions.

## Grade Allocation

<b>100 Points</b>
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<b>Discussion participation</b>	<b>10 points</b>	<b>5 weeks</b>	<b>25 points</b>	<b>50% of course grade</b>
<b>Quizzes</b>	<b>8 points</b>	<b>5 weeks</b>	<b>40 points</b>	<b>40% of course grade</b>
<b>Final paper-actual grant package</b>	<b>10 points</b>	<b>1 week</b>	<b>10 points</b>	<b>10% of course grade</b>

## Learning Outcomes

<b>Upon completion of this course, students will</b>	<b>RBT</b>	<b>PGPL</b>	<b>FIL</b>	<b>PLG</b>	<b>Assessment</b>
Assess and analyze past, present, and potential of library services to children, young adults and adults	5	1,2	4,5	7	M1
Demonstrate the acquisition of skills required to assesses needs and utilize goals and objectives to plan services and programs and in evaluating services and programs	4	1,2	2,3	6	M6, M9
Assemble and reframe basic organizational information for presentation in a grant application or partnership agreement	6	1,2	2,3	6	M2
Assess an organization's needs; create an advocacy- oriented statement based on the assessment that is tied to the organization's mission, vision and/or strategic documents	5	1,3	1,2,3	2	M2
Design and develop a project or program responsive to the need(s); document the need(s) and solution(s) with statistical data; formulate a project timeline	5	1,3	2,3,5	2,7	M3
Select and qualify prospective funders and collaborative partners using indexes, databases, and/or news or social media resources	6	1,4	2,3,4	1	M4
Express the project or program as a logic model to emphasize outputs, outcomes, and impact; evaluate the impact based on the funder's mission and point of view	5	1,3	2,3	2,7	M4
Calculate project costs and sustainability; formulate measurements for evaluation and reporting	6	1,4	2,3	1	M4
Propose the project or program to funders and anticipate their questions	6	1,4	3,5	1	M6
Collaborate with a team to develop and revise compelling and effective grant proposal materials tied to a funder's mission	5	1,3	5	2,7	M2, M3, M4, M5, M6

## 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

## Framework for Information Literacy (FIL)

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

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to Framework for Information Literacy for Higher Education ([www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework))

## LIS Program Learning Outcomes (PLO)

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives, and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

## 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.

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

## Logistics

Use the Modules page to quickly get to instructions.

Pay attention to the indicated word count for different assignments. Length may vary between assignments. I limit you for a reason: I want to avoid reading long essays that intentionally include a lot of information in the hope that there will be something I like or that assume I am impressed with length. I want you to be succinct and confident in your responses, not vague and rambling.

If you cite any work use a parenthetical reference, but also list the work, as a reference, at the end of the response. **APA style is required.**

**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.**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Or free and online: [Purdue OWL APA](#)

## How to Submit Assignments

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

## Course Schedule

**Mod 1 - Week 1: Introductions, review of the grant template and decisions!**

**You will decide what grant you will write and who you will write a grant for based on the selections provided in the Mod from the Dollar General Literacy Grant.**

**Assignments: Writing and Discussion, quiz**

**Mod 2 - Week 2: Find and assimilate organization's mission/vision/strategic plan/other key documents to create an organizational fact sheet. Assess the need you will be targeting, per your choice, and write a problem statement.**

**Assignments: Writing and Discussion, Quiz**

**Mod 3 - Week 3: Design and develop the project and timeline; document proposed solutions.**

**Assignments: Writing and Discussion, Quiz**

**Mod 4 - Week 4: Determine the funder's point of view; analyze the project in a logical model.**

**Assignments: Writing and Discussion, Quiz**

**Mod 5 - Week 5: Create the project budget; explain staffing and sustainability; develop evaluation and follow-up plans.**

**Assignments: Writing and Discussion, Quiz**

**Mod 6 - Week 6: Synthesize results from the final quiz, and then apply them to revise completed grant application to share with colleagues.**

**Assignment: Final paper; the actual grant application.**

## **Expectations, Guidelines, and Policies**

### **Deliverables**

You are responsible for completing each deliverable (e.g., task, final project) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. **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 possible 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 [uits.iupui.edu](http://uits.iupui.edu) or 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

### **Attendance**

The course will be taught entirely online including web-based readings and resources, quizzes, written draft materials and threaded discussions about them, and the submission of a final paper.

This course assumes that students can work independently and in assigned groups. There are no required face-to-face meetings. **There are no required synchronous online meetings. Although your group may choose to schedule them.** Students are encouraged to e-mail the instructor or message within Canvas any time prior to **8PM EASTERN daily**. Expectations for a response can be expected within 24-48 hours or less.



Participation is essential in this course. You must participate in the written work and discussions in order to demonstrate mastery of the course objectives. Discussion posts of your own written work and feedback to others about those posts constitute your attendance, which counts for 50% of your course grade. Additionally, the discussions will be graded on proper use of grammar, spelling, punctuation, and capitalization as well as proper APA 7 format for citations and references.

A basic requirement is to check the Canvas tab for this course as well as IU email at least one time per day. In short, this is an intensive summer course and messages, and announcements (which will be posted at a minimum of 2x per week) may contain information that has immediate impact on participation or assignments.

## Incompletes

Incompletes are not automatically granted. You may arrange a grade of "I" or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor's discretion. The deadline can be no longer than 1 year from the end of the semester but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: [Student Central: Incompletes \(studentcentral.iupui.edu/grades-progress/incompletes.html\)](http://studentcentral.iupui.edu/grades-progress/incompletes.html)

## Grading Scale

Grade	Description
A (100% to 96%)	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%)	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%)	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

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

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

## **MLIS Program Outcomes**

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

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

## **ALA Core Competencies**

A person graduating from an ALA-accredited master's program in library and information studies should know and, where appropriate, be able to meet the ALA standards.

See: [ALA Core Competences of Librarianship](http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

(www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

## **Code of Conduct**

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

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

All students must also successfully complete [How to Recognize Plagiarism: Tutorials and Tests \(plagiarism.iu.edu\)](http://plagiarism.iu.edu/).

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors, apply a range of methods.

## Academic Misconduct

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.
  - a. A student must not use external assistance on any "in-class" or "take-home" examination unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
  - b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
  - c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
  - d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.
  - e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
  - f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
  - h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.
  - a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
  - b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
    - directly quoting another person's actual words, whether oral or written;
    - using another person's ideas, opinions, or theories;
    - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    - borrowing facts, statistics, or illustrative material; or
    - offering materials assembled or collected by others in the form of projects or collections without acknowledgment
  - c. **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
  - d. **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.
  - e. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

## Other Policies

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be

administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy \(studentcentral.iupui.edu/register/administrative-withdrawal.html\)](http://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.
5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or [capsindy@iupui.edu](mailto:capsindy@iupui.edu). For more information visit the [CAPS website \(iupui.edu/health-wellness/counseling-psychology/\)](http://iupui.edu/health-wellness/counseling-psychology/)
6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student

completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: [Adaptive Educational Services \(AES\)](https://diversity.iupui.edu/offices/aes/index.html) ([diversity.iupui.edu/offices/aes/index.html](https://diversity.iupui.edu/offices/aes/index.html)), or 317-274-3241.
8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.
9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at [Protect IU](https://protect.iu.edu/emergency-planning/emergency-contact/iupui.html) ([protect.iu.edu/emergency-planning/emergency-contact/iupui.html](https://protect.iu.edu/emergency-planning/emergency-contact/iupui.html)).
10. **University policies:** Numerous policies governing IU faculty and students may be found at [University Policies](https://policies.iu.edu/categories/academic-faculty-students.html) ([policies.iu.edu/categories/academic-faculty-students.html](https://policies.iu.edu/categories/academic-faculty-students.html)).
11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See [Register: Get ready to take classes](https://studentcentral.iupui.edu/register/index.html) ([studentcentral.iupui.edu/register/index.html](https://studentcentral.iupui.edu/register/index.html)).
12. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit [You have the right to observe religious holidays](https://studentcentral.iupui.edu/calendars/holidays/index.html) ([studentcentral.iupui.edu/calendars/holidays/index.html](https://studentcentral.iupui.edu/calendars/holidays/index.html)).
13. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
14. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit [Stop Sexual Violence](https://stopsexualviolence.iu.edu/) ([stopsexualviolence.iu.edu/](https://stopsexualviolence.iu.edu/))
15. **Student advocate:** The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or [studvoc@iupui.edu](mailto:studvoc@iupui.edu). For more information visit [Office of Student Advocacy and Support](https://studentaffairs.iupui.edu/advocacy-resources/index.html) ([studentaffairs.iupui.edu/advocacy-resources/index.html](https://studentaffairs.iupui.edu/advocacy-resources/index.html)).

## Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

## **Statement of Values**

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.