LIS605: Archives Internship

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

Section No.: 40000
Credit Hours: 2-6
Instructor: Denise Rayman
Email: drayman@iupui.edu (please use Canvas mail for course matters)
Prerequisites: one year of coursework or consent of instructor
Instruction mode: This course is offered online only

Course Description

The archives internship is intended to provide students with experiences in archives to help them put their coursework to use and gain workplace experience for their future careers.

Internships under this program are guided by the Society of American Archivist's **Best Practices for Internships as a Component of Graduate Archival Education** (https://www2.archivists.org/standards/best-practices-for-internships-as-a-component-of-graduate-archival-education)

Required and Recommended Readings

There are no readings assigned for this course.

Required Software

You will need to compose and submit papers and journals using a word processor of your choice, such as Microsoft Word or Google Docs. I also highly recommend using Zotero or another citation management software when writing papers. Zotero is a free and open source software, supported by IUPUI University Library. **Zotero Libguide** (https://iupui.libguides.com/zotero)

You have three sources for software: IUware, IUanyWare, 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

- **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)** 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

Experiential learning (EL), reflective learning (RL), reflective practice (RP). Your internship supervisor may use other types such as project based learning (PBL).

Assessments

Learning outcomes will be assessed by weekly journals, monthly comprehensive journals, a final paper, a portfolio of work product, a review from your supervisor, and a Capstone presentation.

For citation purposes, all MLIS students use 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

Revised Bloom's Taxonomy (RBT)

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTK) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

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)

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. There are four PGPLs:

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

Framework for Information Literacy (FIL)

(Not used by this course) 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) (www.ala.org/acrl/standards/ilframework)

MLIS Program Learning Goals (PLGs)

The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGs) were adjusted to the following effective fall 2020:

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

Upon completion of this course, students will	RBT	PGPL	PLG	Assessment
1. Apply and reflect on how their formal library science education relates to real-world practices and labor in archives	5	1, 2, 4	1, 7	Journals, final paper, capstone presentation
2. Produce professional-level work and present it to fellow archivists and the public	6	1, 2	3, 5, 7	Portfolio, capstone presentation
3. Perform as a valuable professional-level employee when working inside an archives	6	1, 2, 3, 4	1, 4, 5, 7	Review from supervisor, portfolio, capstone presentation, midway check-in

Assignments and Grade Allocation:

- Internship Overview: 4%
- Weekly Journals (10): 40%
- Monthly Comprehensive Journals (2): 20%
- Midway Check-in: 6%

- Final Paper 20%
- Portfolio: 6%
- Capstone Presentation: 10%
- Supervisor's Report: 6%

Course Design

I have designed this course to focus on your labor in your internship and to use assignments primarily as a way to reflect on your work and ultimately produce a final product that will help you reflect on your career so far, and present your internship positively in job searching and your later career.

Logistics:

Steps and Timeline:

1. Before the semester starts, the student should find an institution willing to sponsor them as an intern. Then, the student and their supervisor should prepare a rough outline of what the internship will look like, in terms of hours and projects.

2. Within the first week of the internship, the intern will submit a written plan in Canvas. This plan should cover the project or duties to be carried out by the student with learning objectives, the number of hours to be completed, and the name of the supervisor/s. (60 hrs is 1 credit hour.)

    a. Students who are not being overseen by a professional archivist (defined loosely below) will need to consider taking LIS606 as a Project instead of an Internship.

3. Intern will arrange a mid-semester check in meeting with me. This can be in-person, at the site of your internship, if you are in the Indianapolis area, or Zoom, or phone.

Expectations of the internship supervisor:

The purpose of an internship, compared to any other part-time job, is to provide skills and experience that the student would not get from conventional work, including exposure to higher-level decision making, real-world problems in archives management, and all the various aspects of running an archives that are not covered in library school. All efforts should be made to include the student in these aspects of an archivist's daily work, within institutional limitations.

The purpose of an internship is not to replace the labor of professional staff. The intern's duties should not be exclusively rote or clerical, they should provide opportunities for decision making and creating original work product, and the student should receive feedback and criticism on their work from their supervisor.

Preferred types of internship work include but are not limited to:

- Processing a larger collection, physical or digital, from start to finish, including writing a finding aid, with feedback on work

- Processing several smaller collections, physical or digital, writing finding aids for each, with feedback on work

- Significantly interfiling a collection and updating finding aid, with feedback on their work

- Creation of a digitized online collection in CONTENTdm or Omeka

- Creation of a physical or digital exhibit on a collection or topic in the archives

- Assisting with formal archives instruction

- Work that builds skills in specific archives software and tools, such as ArchivesSpace, ArchiveMatica, DSpace, etc.

Internships where the student will be working under an archivist with a MLIS or equivalent degree are preferred, however I recognize the diverse nature of archives so it is not required. If the student is not working under an experienced archivist, this is work should likely be considered a project (LIS606) and not an internship (LIS605).

If there are any concerns about the intern (not showing up for work, consistently tardy, rude, or any other problems) please contact me immediately.

Report:
The supervisor will submit an evaluation of the intern at the end of the internship. This will be a large part of how I grade the student for the semester. The evaluation is a rubric with an optional narrative portion. I encourage you to approach this as you would an annual review for any other employee, and go over the evaluation with your intern. Your intern will have access to this evaluation after you submit it.

Expectations of the intern:
Internships are a mixed pleasure and burden on a supervisor, and they take more time to train and manage than hiring a normal part-time worker, so be respectful of the time and work your supervisor puts into ensuring you have a good experience finishing your archives education.

Show up to work on time and consistently. If you must miss your regular work times because of illness, emergencies, or appointments, inform your supervisor as soon as possible.

Be respectful of your workplace and follow their dress norms within your own needs and culture. Archives are both an intellectual and a physical experience, come to work in sensible, closed-toe shoes and sturdy, washable clothes, dressed for whatever may come, which quite likely will include lifting boxes, climbing ladders, and greeting earwigs.

While asking for education or explanations on how an experienced archivist makes decisions is encouraged, do not debate or criticize your supervisor's decision-making on processing collections or project management, unless your supervisor asks for your input. (Student reports on the internship to me are excluded from this.) Do not gossip within or about your workplace.

If your internship is requiring you to do work that is inappropriate (such as regularly cleaning, covering desk shifts, or answering reference questions more than 20% of your time) or your supervisor is not checking in with you consistently, contact me. If you are being required to work in dangerous conditions (exposure to mold or other environmental hazards without personal protection, not providing you appropriate equipment for lifting down materials, requiring you to lift more than 40 pounds by yourself, or anything else), contact me immediately. If you are experiencing sexual or other harassment contact me immediately.

Reports:

The intern is required to submit a weekly journal entry on their experiences. These should not be burdensome, and 500 words or less. These are primarily for your own benefit to help you remember what you have done in your internship, which will help you write your final report, they also help me to monitor that you are being given appropriate work and feedback from your institution. I ask for them weekly to help me grade promptly, and so I won't discover you've been on the wrong track for weeks!

On the 5th and 10th weeks of your internships you will submit a summary and reflection of the past four weeks of your internship.

You may submit these entries to me in as Word documents submitted to the assignment pages, which is the simplest way, but if you're in the habit of journaling some other way I'm open to ideas. Again, this is primarily for your own benefit.

Final Reflection and Portfolio:

The student will submit a final reflection on their internship of 3-4 pages. As the main value of an internships is working and not writing research papers, this will be more in the style of an employee annual review than a research paper. Professional level jobs often require employees to write their own annual reviews assessing themselves, and your internship is a great space to learn how to do it.

The student will also prepare and submit a portfolio of significant work product they produced during their internship. This would include things like finding aids, exhibits, digital collections, etc. This will help you in your career later in many ways. Links to things held online are fine, but you may wish to download things for your own peace of mind (a collection I spent significant time writing metadata for as a student, was pulled from the internet for copyright concerns, if that gives you the idea.) Please submit a one-page document explaining all the elements of your portfolio, a few sentences for each is fine. Your portfolio elements should be referenced and discussed in your final reflection.

Capstone Presentation

The student will also participate in the Capstone presentation with the School of Informatics and Computing. May be done remotely with Zoom.

Course Overview

These dates and number of journals may be adjusted to reflect the student's start and end dates of work.

Week 1: (8/23 – 8/29/21)

Submit Internship Plan. 4 pts.

> This plan should cover the project or duties to be carried out by the student with learning objectives, the number of hours to be completed and on what schedule, and the name of the supervisor/s. (60 hrs is 1 credit hour.)

Week 2: (8/30 – 9/5/21)

Submit Weekly Report. 4 pts.

Summarize your week at work. What did you do, what did you learn? Less than 500 words please.

Rubric:

- 4/4: Completed, interesting thoughts about work, ties it in to previous coursework (or lack thereof, aka "they didn't prepare me for this!") OR an article or paper found on your own (professional blog posts, industry reports, academic articles, are all fine), OR attaches and discusses a work product (draft okay)
- 3/4: Completed, interesting thoughts about work
- 2/4: Completed, coherent thoughts
- 1/4: Completed
- 0/4: Not completed

Week 3: (9/6 – 9/12/21)
Submit Weekly Report. 4 pts.

Week 4: (9/13 – 9/19/21)
Submit Weekly Report. 4 pts.

Week 5: (9/20 – 9/26/21)
Submit Comprehensive Monthly Report. 10 pts.

Summarize your internship over the past month. You may repeat thoughts and citations from previous weekly journals. Attach some of your work products so far (drafts are fine) in this journal entry, in preparation for your portfolio, if you have any.

Rubric:

- 10/10: Completed, fully summarizes the month's work, interesting thoughts about work, ties it in to previous coursework (or lack thereof, aka "they didn't prepare me for this!") or articles or papers found on your own (professional blog posts, industry reports, academic articles, are all fine).
- 9-8/10: Completed, mostly summarizes month's work, interesting thoughts about work, mostly ties it in to previous coursework or interesting articles or papers found on your own
- 7-4/10: Completed, summarizes month's work, interesting thoughts about work, doesn't tie it into previous coursework or use any outside literature
- 3-1/10: Completed, coherent thoughts about work
- 0/10: Not completed

Week 6: (9/27 – 10/4/21)
Submit Weekly Report. 4 pts.

Week 7: (10/5 – 10/10/21)
Submit Weekly Report. 4 pts.

Arrange Midway check-in. 2 pts.

Week 8: (10/11 – 10/17/21)

Submit Weekly Report. 4 pts.

Week 9: (10/18 – 10/24/21)
Submit Weekly Report. 4pts.

Week 10: (10/25 – 10/31/21)
Submit Comprehensive Monthly Report. 10 pts.

Week 11: (11/1 – 11/7/20)

Submit Weekly Report. 4 pts.

Week 12: (11/8 – 11/14/21)
Submit Weekly Report. 4 pts.

Week 13: (11/15 – 11/21/20)
Submit Weekly Report. 4 pts.

Week 14 (11/22 – 11/28/20)
This is our Thanksgiving Break, so nothing to do from me! You may or may not work, in conversation with your supervisor.

Week 15-16 (11/29 – 12/13/20)
Supervisor Review, 6 pts.

> Supervisor will submit a review of your work performance. You will not be penalized if your supervisor fails to submit a review.

Submit Final Paper, 20 pts.

> Submit a final reflection on their internship of 3-4 pages. As the main value of an internships is working and not writing research papers, this will be more in the style of an employee annual review than a research paper. Professional level jobs often require employees to write their own annual reviews assessing themselves, and your internship is a great space to learn how to do it. Your portfolio elements should be referenced and discussed in your final reflection.

Submit Portfolio, 6 pts.

> Submit a portfolio of significant work product produced during the internship. This would include things like finding aids, exhibits, digital collections, etc. This will help you in your career later in many ways. Links to things held online are fine, but you may wish to download things for your own peace of mind (a collection I spent significant time writing metadata for as a student, was pulled from the internet for copyright concerns, if that gives you the idea.) Please submit a one-page document explaining all the elements of your portfolio, a few sentences for each is fine.

Capstone Presentation, 10 pts.

Participate in the SOIC Capstone event. Details forthcoming and will be in Canvas.

Expectations, Guidelines, and Policies:

Attendance

Your attendance is based on your work schedule arranged between you and your supervisor. Show up to work on time and consistently. If you must miss your regular work times because of illness, emergencies, or appointments, inform your supervisor as soon as possible.

A basic requirement of this course is that you will timely complete all required course assignments. This is the second part of your attendance and the primary way I keep track of your attendance at work.

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)

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 (86.9% to 84%)	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

Grade	Description
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://www.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 (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/)

All students must also successfully complete How to Recognize Plagiarism: Tutorials and Tests (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*).

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:
      i) directly quoting another person's actual words, whether oral or written;
      ii) using another person's ideas, opinions, or theories;
      iii) paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      iv) borrowing facts, statistics, or illustrative material; or
      v) offering materials assembled or collected by others in the form of projects or collections without acknowledgment

4) **Interference:** A student must not steal, change, destroy, or impede another student's work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5) **Violation of Course Rules:** A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6) **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

OTHER POLICIES

1) **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at [IUPUI Administrative Withdrawal Policy](studentcentral.iupui.edu/register/administrative-withdrawal.html) (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. For more information visit the CAPS website (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) (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 (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 (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 (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 (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 (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. For more information visit Office of Student Advocacy and Support (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.