

# LIS S603 Workshop

## Social Media Practices

### Summer 2020

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## Course Description

This course explores social media from the perspectives of community building. Students will explore social media platforms, individual and organizational identities, privacy and ethics, advertising and analytics, and the capacity of social media to build library community. By modeling a service learning approach, students will engage in the theories and practices of social media through reflective and practice-based activities, culminating in the creation of a social media strategy for a library organization.

## Learning Outcomes

1. Understand the historical development and definitions of social media, and critically evaluate information exchanged via social media.
2. Express a personal and organizational voice through social media, with an analysis of ethics, privacy, and bias.
3. Create and implement practical applications of social media for real-world community building.

# 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. Weekly reflection responses that capture student expression of course concepts.
2. A social media guide that captures skill application.
3. A final self-evaluation to serve as a summative assessment

## Learning Outcomes Map

Upon completion of this course, students will:	RBT	PGPL	PLO	Assessment
1. Understand the historical development and definitions of social media, and critically evaluate information exchanged via social media.	1,2,5	3	1	Module 1: Reflection Module 3: Self-evaluation
2. Express a personal and organizational voice through social media, with an analysis of ethics, privacy, and bias.	3,4	2,4	2	Module 2: Reflection Module 3: Self-evaluation
3. Create and implement practical applications of social media for real-world community building.	6	1	4, 7	Module 3: Reflection Module 3: Self-evaluation Module 3: Social Media Guide

## Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

## Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree
2. Communicate effectively with their peers, their clientele, and the public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

## Program Learning Outcomes (PLOs)

### 1. Approach Professional Issues with Understanding

- Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
- Anticipate emerging trends and respond proactively

### 2. Assist and Educate Users

- Analyze and identify the information needs of diverse communities of users

- Educate users and potential users to locate, use, and evaluate information resources and tools
- Analyze and evaluate information systems and services in a variety of settings

### **3. Develop and Manage Collections of Information Resources**

- Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
- Manage, evaluate, and preserve physical and virtual collections of information resources
- Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

### **4. Manage and Lead Libraries and Other Information Organizations**

- Perform basic managerial functions, including planning, budgeting, and performance evaluation
- Communicate effectively to a variety of audiences

### **5. Apply theories of organizational behavior and structure**

- Represent and Organize Information Resources
- Understand and apply principles of representation and organization

### **6. Use Research Effectively**

- Design, conduct, interpret, and take action based upon research and evaluation

### **7. Deploy Information Technologies in Effective and Innovative Ways**

- Implement and evaluate information and communication technologies for efficiency, usability, and value to users

## **Grading**

The grading for this course will be based on a self-evaluation that you complete at the end of the course. You will make a recommendation to us for your final grade

(A, B, or C, with lower grades at our discretion), based on the completion of certain conditions outlined below. We will respond to your final self-evaluation with our own view of your work, and will provide a final grade. In our experience with student self-evaluations, our faculty perspective is aligned with the student perspective. In working towards an honest level of communication and a shared understanding of the course, the self-evaluation is intended to break down traditional paradigms and hierarchies related to learning and assessment, with a view towards increasing trust and empowerment between student and teacher. This approach is particularly appropriate for a graduate-level course in an information school: in the context of a real-world professional environment, librarians are asked to self-evaluate each year for annual reviews, and to then engage in dialogue with supervisors as to their performance. We will attempt to model that here.

Along these lines, we will not be putting letter or number grades on individual assignments. We will add questions and comments through Canvas that engage with your work. You will also be reflecting carefully on your own work. The intention here is to create a more open and organic learning experience rather than a prescriptive grade-driven experience. If this process causes more anxiety than it alleviates, contact us at any point to confer about your performance in the course to date. If you are worried about your grade, your best approach is to do the reading, write the reflections, and complete the social media strategy with sincere interest. You should consider this course a “busy-work-free zone.” If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

## Grade Conditions

<b>Your Activity</b>	<b>What an “A” grade looks like</b>	<b>What a “B” grade looks like</b>	<b>What a “C” grade looks like</b>
Reflections and the Social Media Strategy	Activities demonstrate a clear understanding of the course topics, as connected to the course readings.	Activities demonstrate an understanding of course topics, as connected to the course readings.	Activities demonstrate some understanding as connected to the course readings.

Course Participation	Participate with good faith and generosity in all reflections.  Complete activities with sincere effort and attention, and submit all 7 on time.	Participate with good faith and generosity in all reflections  Complete activities with some effort and attention, and submit at least 4 on time.	Participate with good faith and generosity in most reflections.  Complete activities, and submit at least 3 on time.
Self-Evaluation	Complete the self-evaluation with sincere reflection and thorough familiarity with course readings and activities	Complete the final self-evaluation with sincere reflection and some familiarity with course readings and activities	Complete the final self-evaluation

**Required Texts**

There is no required text to purchase. Our course readings will be provided through the syllabus.

**Office Hours**

We are available via email. We’re always happy to meet with you to discuss the course or just to chat about libraries. This is the most effective way for us to give you individual attention and get to know you better. We do encourage you to reach out and meet with us as early in the term as possible, especially if you have any particular questions or concerns.

**The Work of the Course**

This course focuses on understanding social media for library community building with a look at both its ethical underpinnings and its practical applications. We will explore the theoretical and ethical components of the course through weekly readings and reflections, and we will develop the practical component by building a Social Media Strategy for a real library which you can then use as a model for your

future social media work. Each week will be structured around readings, reflections, and building the social media strategy. We describe more in the sections below.

## **Materials Release and Due Dates**

### On Monday at 9am

- Weekly materials will be released at 9am EDT, each Monday during the term—June 29 through July 19. These materials will include an introduction for the week, readings, and activities.

### By Sunday at 11:59pm EDT:

- Your weekly activities are due to us via Canvas by 11:59pm EDT on each Sunday
  - Activities will take two forms:
    - *Weekly reflections*: we will have reflective activities each week where you can respond to the week's readings. These reflections are open-ended, low stakes, low effort ways to build dialogue and communication about course topics.
    - Building a social media strategy: In addition to your reflections, you will also work each week to complete a model Social Media Strategy. This activity is intended as a more in-depth, practice-based work that simulates real-world social media practice.

### By Tuesdays at 11:59pm

- Scott and Doralyn will read and reply to your weekly activities. For more on "grading," please see below.

## **Course workload**

As a 1-credit course over 3 weeks, we can expect to produce about 15 hours of course work each week. This includes your time spent with the readings (both reading them and thinking about them), weekly reflections, and the social media strategy.

## Detailed Schedule of Activities

<b>Module 1—The Platform: Introductions and history of the landscape</b>		
<b>Learning Outcome:</b> Understand the historical development and definitions of social media, and critically evaluate information exchanged via social media.		
<b>Key Dates</b>	<b>Readings</b>	<b>Activities</b>
<p>Opens on June 29, 9:00am</p> <p>Activities due by July 5, 11:59pm</p>	<p>Course Overview</p> <ul style="list-style-type: none"> <li>→ Syllabus</li> </ul> <p>What is social media?</p> <ul style="list-style-type: none"> <li>→ <a href="#">It's Complicated: The Social Lives of Networked Teens, Introduction</a></li> <li>→ <a href="#">Social Media: Why They Matter, What They Can Do</a></li> </ul> <p>Who is using social media?</p> <ul style="list-style-type: none"> <li>→ <a href="#">Share of U.S. adults using social media, including Facebook, is mostly unchanged since 2018</a></li> <li>→ <a href="#">Social Networking Fact Sheet</a></li> <li>→ <a href="#">Social media outpaces print newspapers in the U.S. as a news source</a></li> </ul> <p>How does social media shape our information environment?</p> <ul style="list-style-type: none"> <li>→ <a href="#">Facebook's Role in Brexit - and the Threat to Democracy</a> [video]</li> <li>→ <a href="#">YouTube's Recommendation Algorithm Has a Dark Side</a></li> </ul>	<p><u>Post</u>: an introduction of yourself to Canvas (see instructions in next section, below)</p> <p><u>Read</u>: the syllabus and the week's readings</p> <p><u>Reflect</u>: complete your weekly reflection</p> <p><u>Build</u>: parts 1-3 of your Social Media Strategy, including selecting the library around which you will build your strategy and submit to Canvas</p>
<b>Module 2—The Self and The Library: Identity, Ethics, and Privacy</b>		
<b>Learning Outcome:</b> Express a personal and organizational voice through social media, with an analysis of ethics, privacy, and bias.		
<b>Key Dates</b>	<b>Readings</b>	<b>Activities</b>
<p>Opens on July 6, 9:00am</p> <p>Activities due by July 12, 11:59pm</p>	<p>Individual Identity</p> <ul style="list-style-type: none"> <li>→ <a href="#">Building a Personal Learning Network</a></li> </ul> <p>Organizational Identity</p> <ul style="list-style-type: none"> <li>→ <a href="#">Library Marketing: From Passion to Practice</a></li> </ul> <p>Ethics</p> <ul style="list-style-type: none"> <li>→ <a href="#">Data Ethics Case Study</a></li> </ul> <p>Privacy</p> <ul style="list-style-type: none"> <li>→ <a href="#">A holistic approach to user privacy in academic libraries</a></li> </ul>	<p><u>Read</u>: the weekly readings</p> <p><u>Reflect</u>: complete your weekly reflection</p> <p><u>Build</u>: parts 4-6 of your Social Media Strategy and submit to Canvas</p>
<b>Module 3—The Community: Engagement, campaigns, advertising, and analytics</b>		



<b>Learning Outcome:</b> Create and implement practical applications of social media for real-world community building		
<b>Key Dates</b>	<b>Readings</b>	<b>Activities</b>
<p>Opens on July 13, 9:00am</p> <p>Activities due by July 19, 11:59pm</p>	<p>Community engagement (Scott)</p> <ul style="list-style-type: none"> <li>→ <a href="#">Using Social Media to Build Library Community</a></li> <li>→ <a href="#">Making Social Media More Social: A Literature Review of Academic Libraries' Engagement and Connections Through Social Media Platforms</a></li> </ul> <p>Campaigns, advertising, and analytics (Doralyn)</p> <ul style="list-style-type: none"> <li>→ <a href="#">A Day in the Life: Livetweeting as a Professional Tool</a></li> <li>→ <a href="#">Leveraging Social Media to Support a Library Levy Campaign</a></li> <li>→ <a href="#">Will Boosting a Post Bring Them In? Promoting Library Programs through Facebook Advertising</a></li> </ul>	<p><u>Read</u>: the weekly readings</p> <p><u>Reflect</u>: complete your weekly reflection</p> <p><u>Build</u>: parts 7-9 of your Social Media Strategy and compile into one document with sections 1-6 and submit to Canvas</p> <p><u>Self-evaluate</u>: submit your final self-evaluation on Canvas</p>

## Descriptions of Course Activities

### Introductions

Due: By July 5 by 11:59pm EDT.

Instructions: In week 1, we'd like you to introduce yourself. For this activity, we'll ask you to record a short video of yourself and upload it to Canvas for instructors and other course participants to view. Please limit your introduction to no more than 1 minute, 30 seconds.

- Before recording, prepare what you'll say or jot a few notes.
- Consider sharing information regarding your favorite travel destination or something about yourself (e.g., a favorite food, latest binge-watch, unusual hobby, etc.).
- For best results, check that your camera angle frames your face and that you have a good lighting source.

- If you don't have access to a phone or computer that can be used for this activity, please let us know so we can give you an alternative way to introduce yourself.

## Readings

Due: Complete each week's readings prior to writing your reflection for that week (which are due by 11:59pm on Sundays).

Instructions: Each week there are several readings and videos which inform that week's theme. These readings form the basis for the reflection assignments, as described in the next section.

## Reflections

Due: Once every week, submit through Canvas to us by 11:59pm on Sundays.

Instructions: Create a document that expresses something you learned this week related to our readings—a new idea or a new connection that sparked in your mind. Did something surprise you? Excite you? Motivate you in a new way? What questions do you have for us?

This activity is open-ended, and we invite you to respond in whatever way you feel captures your reading experience for the week.

Your reflection can take one of the three following forms, and you can choose different forms for different weeks:

- A written response, around 250 words
- An audio or video response, about 2 minutes
- A sketch that expresses your thoughts. This could be a drawn picture or a graphic using whichever medium you prefer, such as an infographic software, Microsoft Paint, or pen and paper. Once you've created your sketch, attached a caption (2 or 3 sentences) that explains or interprets the sketch.

## Building a Social Media Strategy

Due: Sections 1-3, due on Sunday, July 5 at 11:59pm; Sections 4-6 due Sunday, July 12 at 11:59pm, Sections 7-9 combined with revised versions of sections 1-6 due Sunday, July 19 at 11:59pm.

Instructions: The Social Media Strategy assignment is intended to give a shape and intentionality to the social media efforts for your chosen library. Ideally, the social media efforts align with your chosen library's mission, vision, and strategic plan. This plan should guide the daily efforts of a library with its social media. Much more than a marketing tool, the Social Media Strategy attempts to connect the library with members of the community and create conversation and rapport. This is the main practice-based activity of the course.

The 9 sections of the social media strategy include:

1. Guiding Principles
2. Goals and Community Focus
3. Platform Overview and Evaluation
4. Key Strategies
5. Awareness
6. Personnel
7. Content and Campaigns
8. Evaluation
9. Resources

You will choose one of the following four libraries, or you can suggest another one:

- [Columbus Metropolitan Library](#) — Public Library
- [Muskego Public Library](#) — Public Library
- [University of Arizona](#) — Academic Library
- [Texas Tech School of Law Library](#) — Special Library
- Other: Propose a library to us, in advance!

## Final Self-Evaluation

Due: Submitted through Canvas by Sunday, July 19, at 11:59pm.

Instructions: Create a response to the following questions. This exercise is intended to help you work through the course readings and activities—how impactful has the course been, and in which ways? This self-evaluation is an opportunity to reflect on the course in a way that feels appropriate to you. You are welcome to approach this

self-evaluation either as a series of answers to each of the questions or as a less formal letter to us about the course and your work. Please be honestly self-reflective and carefully consider your work in the class.

Submit your response either as a brief written response (around 500 words) or as a recorded audio/video (around 3-4 minutes).

1. How has your thinking and practice related to social media evolved over the course of the term? What new revelations or insights have emerged?
2. Have you completed all assigned work for the course? How have you approached and achieved the course's stated Learning Objectives?
3. How do the course readings and activities relate to your own life, your course of study at IU, or your future direction as a professional in Library and Information Science?
4. What letter grade would you give yourself for the semester and why? Consider your engagement with the readings and reflections, and the strength of your social media strategy.

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## **IU Program 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. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

## **Your Questions, Concerns, and Comments**

Please do not hesitate to contact the instructor directly via Canvas mail with any questions. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITs) Support Center at 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

## **MLS Program Outcomes**

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

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

## **ALA MLS Competencies**

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

See: [ALA Core Competences of Librarianship](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](http://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](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. **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 \(AES\) \(iupui.edu/\)](http://iupui.edu/) 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 \(protect.iu.edu/emergency\)](http://protect.iu.edu/emergency)
  10. **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)
  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 [Administrative Policy: No Class Attendance without Official Enrollment \(iupui.edu/official-enrollment-class-attendance.html\)](http://iupui.edu/official-enrollment-class-attendance.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 [IUPUI Policy on Religious Holidays \(registrar.iupui.edu/religious.html\)](http://registrar.iupui.edu/religious.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 \(iu.edu/\)](http://iu.edu/)
  15. **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://DivisionofStudentAffairs(studentaffairs.iupui.edu/advocate))

## IUPUI Course Policies

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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.