ORKI (Spring 2017)

S503 Organization and Representation of Knowledge and Information

IUPUI
School of Informatics and Computing
Department of Library and Information Science
soic.iupui.edu/departments/lis/

Instructor: William Helling
M.I.S. Indiana University (Library Science)
Ph.D. Kansas University (French)

Use the Canvas mail to contact us for class matters so that we can keep track of our correspondence.

You can always e-mail William Helling at whelling@indiana.edu for other needs if necessary.

COURSE DESCRIPTION

The representation and organization of information resources is a primary focus of the information profession. Organizational and representational structures such as classification schemes, indexes, and catalogs have been devised to provide access to information. The recent explosive growth in both the number and variety of information resources underscores the continuing need for application of effective methods of representation and organization. This course introduces students to various approaches to the understanding, organization, representation, and use of information. The goal is to identify criteria for evaluation and improvement of ways to organize and represent information for future retrieval in theory and in practice. Information systems currently used in libraries and information centers will be studied as examples with appropriate attention to terminology and technology.

REQUIRED TEXTS/MATERIALS

Required reading materials:

No textbook is used in this class.
Required readings have been selected to encourage participation in class discussions and assignments. All readings are either offered as links or are available in Canvas--Files--Readings.


**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**

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 weekly tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason (because things do happen in your lives), contact the instructor(s) ahead of time via Canvas mail.

**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 further 10% for each 24-hour period it is submitted after the deadline.

**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: http://aes.iupui.edu

- Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments.
- If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension.
- If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students.

Most resources should be accessible to visually-impaired students. All task directions are in .pdf format. If .pdfs or web-based readings are inaccessible, please contact me for substitutions.
Canvas

Canvas will be an integral part of S503. 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, exercises for grade, practice exercises, answer keys, and other course documents.

Your questions, concerns, and comments

Please do not hesitate to contact me directly via Canvas mail with any questions. I may profit by your questions by also answering them publicly if the answer will be of general interest to others -- but I will not reveal your identity. If needed, I will also use Canvas Announcements to notify the entire group (e.g., syllabus change, my availability, etc.).

What tools you need

You are already using some browser, of course, but you will need to see if it is the most recent version. If it is not, update it. For PC users, you need to have the most recent version of Edge, Internet Explorer, Firefox, or Chrome. For Mac users, you need to have the most recent version of Safari or the most recent version of either Firefox or Chrome.

COURSE SCHEDULE

We have designed the weekly tasks in order for us to evaluate your performance and ensure that you are keeping up. Most of the tasks will be minor but several will require more careful preparation and accumulated knowledge. Detailed instructions will be provided for every task, and each task will have instructions on how it is to be submitted.

The syllabus indicates what we cover for a particular period and what is due at the end of the period. You can complete or "hand in" any work early if you are done, of course. Work handed in early is considered ready to be graded unless otherwise specified or arranged.

Due days will be Wednesday at 11:59pm EST

COURSE OUTLINE

Task 1
Thinking about organization and representation

- Norman, D. (1993). Things that make us smart. (Ch. 3 and Ch. 7)

Task 2

The data, information, knowledge, wisdom progression


Task 3

Forming categories


Task 4

Categorization versus classification

Task 5

Introduction to Metadata

- Watch YouTube “Basics of metadata” https://www.youtube.com/watch?v=0vc6LeVa14

Task 6

Systematic Representation: FRBR and RDA

- What is FRBR: A conceptual model for the bibliographic universe by Barbara Tillett: https://www.loc.gov/cds/downloads/FRBR.PDF
- RDA Toolkit: https://access.rdatoolkit.org/ - A paid subscription is required to access the actual RDA code. However, you can view the table of contents (click on the "Table of Contents" link in the left navigation panel). You can also view how the code is structured by clicking on the plus signs to the left of the Section or instruction number.

Task 7

Systematic Representation: MARC 21

- Watch YouTube “MARC Bibliographic Basics” (6:10) https://www.youtube.com/watch?v=S_pTycdAdF8
- What is a MARC record and Why is it important: https://www.loc.gov/marc/umb/um01to06.html [NOTE: This is outdated,
as catalogers follow RDA cataloging codes, and not AACR2, but it is a good, basic introduction to MARC structure.]

- A Summary of Commonly Used MARC 21 Fields: https://www.loc.gov/marc/umb/um07to10.html [NOTE: Pay attention to the 245 Title Statement section, as you will be creating 245 fields for the Task deliverable.]
- MARC 21, RDA, and the FRBR and FRAD models…making the connections: rda-jsc.org/docs/td20090602.pdf

E-Tutorial:

- Introduction to the MARC (Machine Readable Cataloging) System by Catherine Poppino: http://lili.org/forlibs/ce/able/course8/01index.htm

Task 8

Systematic Representation: Authority Control and Name Authorities

- Understanding MARC Authority Records (Read Part VIII and Part IX): http://www.loc.gov/marc/uma/pt1-7.html#pt4

Watch YouTube videos:

- Authority control and Authority Control (12:08): https://www.youtube.com/watch?v=DGT5Tmg-8Hs
- And case you think catalogers don’t have a sense of humor, watch this one: Oral History of Bourbon Whiskey (the Library of Congress Subject Heading) (7:28) https://www.youtube.com/watch?v=ygFSI-56z4U

Task 9

Systematic Representation: Subject Analysis & LCSH

Task 10

Classification System: Dewey Decimal classification system (DDC) & Library of Congress (LC) classification (LCC)

You Tube Videos

- How to understand the Dewey Decimal System (2min): https://www.youtube.com/watch?v=RNEDEk1Tz4Y
- A quick overview on each call number (4min): https://www.youtube.com/watch?v=9846CarsWzw
- Library of Congress Classification (8min) [You can ignore/close the box that says "This video is moving to a new channel soon. Click here to visit it at its new home.:] :https://www.youtube.com/watch?v=Cxw0GqGcgtk

Readings:

- BISAC (Book Industry Standards and Communication) Tutorial and FAQ (General Issues): http://bisg.org/page/BISACFaq
- (2010). From the University Press: Why I Hate the BISAC Codes. Against the Grain 22(2): 70-71. https://scholarsphere.psu.edu/files/9880vr69g
Complete BISAC Subject Headings List, 2016
Edition: http://bisg.org/page/bisacedition
Map DCC to
Classify: http://classify.oclc.org/classify2/

Task 11
Classification System: Indexing Languages-Taxonomy, Ontologies, Folksonomy/Social Tags


Task 12
Semantic Web and Linked Data

- Watch [non-technical introduction]: What is Linked Data?: http://www.youtube.com/watch?v=4x_xzT5eF5Q
- Watch: Europeana: Linked Open Data - What is it?: http://www.youtube.com/watch?v=uju4wT9uBIA
- Watch: OCLCVideo. Linked Data for Libraries: https://www.youtube.com/watch?v=FWfEYcnk8Z8
Task 13
The Future of organization


Task 14
Revisit organization and representation of information. Open discussion.

Task 15
Research paper
COURSE EVALUATION POLICY

Course Evaluation Policy: 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. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

STUDENT LEARNING OUTCOMES

This course designs its learning outcomes with the Revised Bloom’s Taxonomy (RBT) and the Principles of Graduate and Professional Learning (PGPL)

Revised Bloom's Taxonomy

1. Knowledge/Rememering: 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 general public
3. Think critically and creatively to improve practice in their field
4. Meet all ethical standards established for the discipline

Outcomes for this course:

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT</th>
<th>PGPL</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between data, information, and knowledge.</td>
<td>4</td>
<td>3</td>
<td>Task 1, 2</td>
</tr>
<tr>
<td>Differentiate the basic principles and functions of representational structures such as taxonomy, ontology, thesauri, metadata, and folksonomy.</td>
<td>4</td>
<td>3</td>
<td>Task 5, 8, 11</td>
</tr>
<tr>
<td>Evaluate strengths and weaknesses of various organization systems.</td>
<td>5</td>
<td>3</td>
<td>Task 3, 4, 13, 15</td>
</tr>
<tr>
<td>Design models using RDA for MARC21 records and the conceptual entity-relationship module FRBR.</td>
<td>6</td>
<td>1</td>
<td>Task 6, 7</td>
</tr>
<tr>
<td>Express the principles of consistency and uniformity (Authority Control) to recognize authorized headings, see, and see also references for personal, corporate, and geographic names.</td>
<td>6</td>
<td>1</td>
<td>Task 8, 9</td>
</tr>
<tr>
<td>Assign authorized subject headings according to the online version of the Library of Congress Subject Headings (LCSH) list with corresponding DDC and LCC.</td>
<td>6</td>
<td>1</td>
<td>Task 8, 9, 10</td>
</tr>
<tr>
<td>Develop a model to demonstrate the Linked Data concept for the semantic Web</td>
<td>6</td>
<td>3</td>
<td>Task 12</td>
</tr>
</tbody>
</table>

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:
1. Approach professional issues with understanding
   o Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   o Anticipate emerging trends and respond proactively

2. Assist and educate users
   o Analyze and identify the information needs of diverse communities of users
   o Educate users and potential users to locate, use, and evaluate information resources and tools
   o Analyze and evaluate information systems and services in a variety of settings

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

4. Manage and lead libraries and other information organizations
   o Perform basic managerial functions, including planning, budgeting, and performance evaluation
   o Communicate effectively to a variety of audiences
   o Apply theories of organizational behavior and structure

5. Represent and organize information resources
   o Understand and apply principles of representation and organization

6. Use research effectively
   o Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   o Implement and evaluate information and communication technologies for efficiency, usability, and value to users

**ALA MLS COMPETENCIES**

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to employ:

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.

1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).

1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.

1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.

1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.

1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.

2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.

2C. Concepts, issues, and methods related to the management of various collections.

2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.

3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.

3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills
4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.

4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.

4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.

6C. The principles and methods used to assess the actual and potential value of new research.
Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.

7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.

7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.

7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.

8B. The principles of effective personnel practices and human resource development.

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.

8E. The concepts behind, issues relating to, and methods for, principled, transformational leadership.

GRADING SCALE

Note that LIS instructors coordinate letter grades to percentage scales differently. For instance, a 96% grade may count as an A in one course but an A- in another. It is your responsibility to understand what scale is in place for a given course. Here is the scale for this course:

Grade
A 100 % to 96.0%
A- 96.0 % to 90.0%
B+ 90.0 % to 87.0%
B 87.0 % to 84.0%
B- 84.0 % to 80.0%
C+ 80.0 % to 77.0%
C 77.0 % to 74.0%
C- 74.0 % to 70.0%
D 70.0 % to 67.0%
D+ 67.0 % to 64.0%
D- 64.0 % to 61.0%
F 61.0 % to 0.0%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>

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).

Incompletes

The department suggests the following language for incomplete work:
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

**Administrative withdrawal**

Include a statement regarding administrative withdrawal such as:

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. 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

**COURSE EVALUATION POLICY**

Course evaluations are important. Be sure direct students to the course evaluation at the end of the semester. The following language is from SOIC:

Course Evaluation Policy: 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 through Canvas. 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. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**STUDENT CODE OF CONDUCT**

Include a statement about student academic conduct. The SOIC language is shown below:
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 IU Code of Student Rights

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. 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, including Turnitin.com.

## 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.

IUPUI COURSE POLICIES

A number of campus policies governing IUPUI courses may be found at the following link: Course Policies

Email

Indiana University uses your IU email account as an official means of communication, and students should check it daily for pertinent information. Although you may have
your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

**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. Visit Adaptive Educational Services (AES) for more information.

**Administrative Withdrawal**

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. 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.

**IUPUI 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.