



IUPUI

SCHOOL OF INFORMATICS AND COMPUTING
Department of Human-Centered Computing

LIS-S 607

Thesis/Project in Library and Information Science

Fall, Spring, and Summer

Section No.: Credit Hours: 1–6
Time: Arranged
Location: Arranged
First Class: Arranged
Instructor: Graduate Faculty

Prerequisite: LIS-S 506 Introduction to Research, INFO-I 575 Informatics Research Design, or another approved graduate-level course on research design and methods

COURSE DESCRIPTION

Student prepare and present a master's thesis or project in library and information science. The product is substantial, typically a multichapter paper, or a carefully designed and evaluated application, based on well-planned research or a scholarly project. The design and execution are worked out between the student and faculty advisor.

Note: This is a professional thesis or project in the Master of Library and Information Science (MLIS). The thesis option is intended for a limited number of outstanding MLIS students who, upon completion, intend to pursue doctoral-level studies and research.

REQUIRED COURSE TEXTS

Varies

RECOMMENDED COURSE TEXTS

American Psychological Association. (2009). *Publication manual* (6th ed.). Washington, DC. ISBN-13: 978-1433805615. <https://www.amazon.com/dp/1433805618/>

Babbie, E. (2015). *The practice of social science research* (14th ed.). Belmont, CA: Cengage. ISBN-13: 978-1305104945. <https://www.amazon.com/dp/1305104943/>

Connaway, L. S. & Radford, M. L. (2017). *Research methods in library and information science* (6th ed.). Santa Barbara: Libraries Unlimited. ISBN-13: 978-1440834783

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5th ed.). Thousand Oaks, CA: Sage. ISBN-13: 978-1506386706 <https://www.amazon.com/dp/1506386709>

- Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R*. London: Sage. ISBN 978-1-4462-0046-9 <http://www.sagepub.com/books/Book236067>
- Martin, W. E. & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results* (1st ed.). San Francisco, USA: Jossey-Bass. ISBN-13: 978-0470631829. <https://www.amazon.com/dp/0470631821/>

Software used:

Varies

Learning Outcomes:

Upon completion of this course, students will	RBT*	PGPL	Assessment
1. Evaluate the research literature critically. 2. Interpreting LIS contributions, deficiencies, and theories with respect to the thesis or project research problem, aims, questions or hypotheses, and methods.	5	1, 2	Annotated bibliography Proposal Thesis (Literature Review)
3. Assess the research designs of published research articles in LIS.	5	2	Discussion
4. Formulate specific research aims, questions, or hypotheses within a topic area of LIS.	6	2	Proposal Thesis (Introduction)
5. Determine appropriate research methods to answer particular research questions, to test hypotheses, or to evaluate algorithms or systems.	4	1	Proposal Thesis (Method)
6. Analyze data using appropriate qualitative or quantitative methods.	4	1	Proposal Thesis (Results)
7. Critique the research designs of others and provide generative feedback.	5	2, 3	Discussion
8. Design, develop, and write a research thesis or project proposal and defend it before a research committee.	6	2, 3	Proposal Proposal defense
9. Execute the research proposal, developing a system and/or collecting data, based on the research plan, and abiding by ethical standards for conducting research.	6	2, 4	System development Data collection
10. Write a thesis or project report and defend it before a research committee.	6	2, 3	Thesis writing Thesis defense

*RBT: Revised Bloom's taxonomy: 1. Remembering; 2. Understanding; 3. Applying; 4. Analyzing; 5. Evaluating; 6. Creating.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

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|--|-----------------------|
| 1. Knowledge and skills mastery | <i>Minor emphasis</i> |
| 2. Critical thinking and good judgment | <i>Major emphasis</i> |
| 3. Effective communication | <i>Some emphasis</i> |
| 4. Ethical behavior | <i>Some emphasis</i> |

Course Grade Breakdown:

Because grading depends on the type of thesis or project, the following is just a 6 credit-hour example:

<i>Deliverable</i>	<i>Fraction of Total</i>	<i>Credit Hours</i>
Annotated Bibliography based on Literature Review	1/6	1
Research Proposal with Introduction, Methods, and Plan	1/6	1
Implementation	1/6	1
Data Collection	1/6	1
Results and Interpretation of Data Analysis	1/6	1
Thesis	1/6	1

Grading Scale:

A	93 – 100	Excellent or outstanding achievement
A–	90 – 92.99	Very good work
B+	87 – 89.99	Good work
B	83 – 86.99	Marginal work
B–	80 – 82.99	Very marginal work
C+	77 – 79.99	Unacceptable work (Elective or core course must be repeated)
C	73 – 76.99	Unacceptable work (Elective or core course must be repeated)
C–	70 – 72.99	Unacceptable work (Elective or core course must be repeated)
D+	67 – 69.99	Unacceptable work (Elective or core course must be repeated)
D	63 – 66.99	Unacceptable work (Elective or core course must be repeated)
D–	60 – 62.99	Unacceptable work (Elective or core course must be repeated)
F	Below 60	Unacceptable work (Elective or core course must be repeated)

No credit shall be given for a grade below B–.

One of the above letter grades is required for each credit of thesis or project. A deferred grade of R or a satisfactory or unsatisfactory grade of S or U may not be used.

The Department of Library and Information Science does not assign the grade of A+.

Thesis or Project

A thesis is typically an original contribution to the field of library and information science, such as the discovery of new knowledge. The thesis option allows students who are interested in pursuing a Ph.D. or position as a scholar librarian to use these credits to support either of those goals, working independently with supervision. It offers the best preparation for doctoral research and dissertation, especially in terms of research design; qualitative and or quantitative methods; and understanding the related academic literature in data science.

A project is typically the development of an innovation through the application of library and information science. A student who plans to enter industry may be better served by completing a master's project in collaboration with an industry partner. The student will be able to apply the project work directly in practice, and it will improve the student's skills in achieving outcomes that are valuable to career advancement.

The determination of whether the research is a thesis or project is made by the primary advisor or committee and student. Depending on the area of research and the courses offered by our program, a particular student may be best served by more or less coursework. The variable credit thesis or project option allows students—in consultation with their advisor—to tailor their learning experience to the area of research.

Thesis in the Library and Information Science Profession

1. Submit prospectus for approval to a three-member Committee.
2. Design and conduct LIS research study (qualitative, quantitative, mixed-methods).
3. Create and complete effort independently, including system building, data collection, analysis, and synthesis.
4. Produce written paper that includes a review of the literature, methods and/or system design, analysis, subjects and setting, and discussion. Demonstrates critical and/or creative thinking and some contribution to knowledge or technical innovation. A thesis or project is typically submitted in abridged form to a conference or journal, focusing on major findings, in collaboration with at least one committee member.
5. Defend the thesis or project to the three-member Committee by presenting the work and answering questions.

If the student's goal is to earn a Ph.D. and enter academia, completing a MLIS thesis offers the best preparation for doctoral research and dissertation writing, especially in terms of research design, qualitative and or quantitative methods, and understanding the related academic literature in LIS.

What to expect

By the end of the first year, the student will select a primary advisor who also serves as the MLIS thesis or project committee chair. The advisor is a member of the graduate faculty and has an appointment in the School of Informatics and Computing (SoIC). This individual will assume responsibility for advising the student about course selection, graduation requirements, and MLIS thesis or project procedures. Faculty with research interests in LIS are [listed](#) on the school's website.

MLIS students are encouraged to take up to 6 credit hours of independent but directed research. Students are required to take 3 credits of independent coursework if they have no previous experience working in libraries or other information centers.

General guidelines to follow

1. Students must have a brief thesis or project plan before meeting with an advisor.
2. Student needs to receive formal approval from the advisor regarding the proposed thesis or project plan.
3. Students can start working on their thesis or project after completing the research design and methods prerequisite.
4. Upon approval of the advisor, students enroll in the LIS-S 607 Thesis in Library and Information Science under the committee chair to proceed with the work.

Note: Approval from the [IUPUI Institutional Review Board](#) (IRB) is required if the student plans to conduct a study involving human subjects or clinical data. Research with human subjects that is not approved by the IRB constitutes scientific misconduct and is subject to disciplinary action. The student is responsible for obtaining IRB approval. This process should be started as soon as possible during the MLIS work. Direction on how to get approval or exemption by the IRB can be found at [Kuali Coeus](#) (KC) at One.IU.

Thesis or project process

1. Meet the primary advisor and discuss the topic of interest.
2. Select the committee consisting of the committee chair and two additional faculty mentors.
3. Discuss the topic of interest with the committee. Develop the research question, research design, and the intended outcomes of the thesis or project.
4. Submit the approved [preassessment form](#).
5. Follow the guidelines below.
6. Defend the thesis or project to the committee, other faculty members, and peers.
7. Incorporate changes required as suggested by the Committee and other faculty members.
8. Submit the final thesis or project document and wait for comments and grades from the committee.
9. A thesis must conform to the [IU thesis/dissertation formatting requirements](#). The thesis is typically uploaded to ScholarWorks unless it qualifies for an exemption (e.g., trade secrets, privileged information).

Guidelines for the MLIS thesis or project

1. The student will begin work after submitting the pre-assessment form to the primary advisor.
2. The student will meet with the primary advisor and other committee members to update and to evaluate the progress of the work. This will help in understanding the roadblocks of the work in progress and prepares the student for the planning a way around or redoing work if required. "Prevention is better than cure!"
3. While working on the thesis or project, the student will develop the formal document and review it with the committee. The final document is typically 50–100 double-spaced pages (with multiple chapters). The committee may use a [rubric](#).

4. The student will submit the final document and complete the thesis or project defense before the semester ends. Changes to the document will be included before the submission as per the committee suggestions.
5. The final submissions of the MLIS thesis or project include
 - a. Revised thesis or project (box link)
 - b. Presentation (can be in the form of a PPT or other types of media)

Guidelines for the MLIS thesis or project defense

The student and primary advisor involved may choose to adjust the defense process, but the outline below gives a general idea of how the defense typically proceeds:

1. After completing the first version of the thesis or project document, the student will distribute the document to all members of their committee and schedule a defense. Students will need to find a 90 minute to two-hour block of time when all committee members are available in person or via video conference for their defense.
2. After finding a time for the defense, students should reserve a room through the SOIC Front Desk (by going in-person to the desk on the fourth floor, or by emailing soicindy@iupui.edu).
3. The defense will begin with a 30 to 40-minute oral presentation of (i) related work in the field; (ii) the student's research design and findings, and (iii) contributions to the field of LIS.
4. After the oral presentation, the student will answer *open questions* from anyone at the defense (including committee members, other faculty members, or peers).
5. After open questions have concluded, all other faculty and peers may be asked to leave so the committee members can ask *closed questions* privately.
6. After closed questions have concluded, the student will leave the room to allow the committee members to internally discuss the work and reach an agreement that the work is either *unsatisfactory*, *satisfactory with major revisions*, or *satisfactory with minor/no revisions*.
7. The student will be invited back into the room and told the outcome of their defense. If the committee suggests minor or major revisions to the thesis or project, they will develop a plan and deadline to ensure these changes are made. In the rare case that the committee finds the thesis or project unsatisfactory, they will instruct the student on their options to continue to improve the work.

Sample Thesis or Project Proposal Outline

(This is an example of outline. The actual outline of the thesis or project may depend on the epistemological and methodological stance of the research, as guided by the primary advisor)

Definitions

Abstract

1. Introduction

1.1 Problem statement

1.2 Studies that have addressed the problem

1.3 Deficiencies in past literature

1.4 The significance of the study for an audience

1.5 Purpose of the study

2. Review of the literature

2.1 Theoretical perspective

2.2 Hypotheses or Research Questions

2.3 Scope and limitations

3. Methods

3.1 Type of research design

3.2 Recruitment and sampling

3.3 Data collection instruments and/or materials

3.4 Independent variables

3.5 Dependent variables

3.6 Data collection procedures

3.7 Data analysis procedures

4. Anticipated ethical issues

5. Timeline

6. Budget

References

Appendices with instruments/protocols

Sample Quantitative/Experimental Thesis or Project

Same as above except 4–6 are replaced with

4. Results

5. Discussion

6. Conclusions

Sample Qualitative Research Thesis or Project

Abstract

1. Introduction

1.1. Problem statement

1.2. High-level overview of studies that have addressed problem

1.3. Deficiencies in the literature

1.4. Purpose of the study

2. Literature Review

2.1. Comprehensive review of the literature, including theoretical, methodological, and empirical studies relevant to research topic

- 2.2. Research Questions
- 3. Methods & Approach
 - 3.1. Methodological Approach
 - 3.2. Participant Recruitment & Sampling Method
 - 3.3. Data Collection Procedures
 - 3.4. Data Analysis Procedures
- 4. Anticipated Ethical Issues
- 5. Budget
- 6. Timeline
- 7. Optional: Preliminary Findings

General Thesis Outline for Empirical or Quantitative Research

Outline of a well-written thesis or project includes

1. Abstract: A summary of the objectives and accomplishments. Typically, 1 page.
2. Objectives: Describe the problem and the solutions achieved
3. Introduction: Describe the main concept. Establish the context. Discuss why this problem is important. Briefly describe the problem and development process.
4. Background and Literature Review: Provide a survey and a critical review of related prior work.
5. Analysis and Requirements: Describe the problem, enhanced with theoretical model to support the research design. Describe the research questions (quantitative) and or the phenomena of interest (qualitative).
6. Design: Describe the research design, including the sample size the research context. If applicable, describe software reuse, design patterns, special coding techniques, etc. Describe the rationale for the design decisions with supporting data collected from prior studies. Describe the specific tools and techniques used in subchapters if applicable.
7. Results: Describe the results from the research. Describe unexpected finding, outliers, if any. Validation of results: Describe the validation approach. Describe sample test plans and test results.
8. Discussion: Describe how the research solved, addressed or explained some the issues defined in the background and literature review
9. Conclusions
10. Appendices

General Thesis Outline for Qualitative Research

Outline of a well-written thesis or project includes

1. Abstract: A summary of the objectives and accomplishments. Typically, 150 words.
2. Introduction: Describe the main concept. Establish the context. Discuss why this problem is important. Briefly describe the problem and development process.
3. Background and Literature Review: Provide a survey and a critical review of related prior work, including relevant theoretical, methodological, and empirical related research
4. Describe the research questions and/or the phenomena of interest.
5. Methods & Approach: describe the methodological approach (ethnographic, grounded theory), describe the recruitment and sampling procedures, describe the participant demographics, describe how data were analyzed.

6. Findings: Describe the findings from the research.
7. Discussion: Describe how the research solved, addressed or explained some the issues defined in the background and literature review
8. Design implications: describe how the research findings can inform the design of new technology
9. Conclusions
10. Appendices

The individual sections of the thesis or project differ accordingly and samples of can be accessed via the following links:

- [OLD Sample Thesis](#)
- [OLD Sample Thesis](#)

Sample Timeline

Task	Date
Select primary advisor	End of first year
Enroll in LIS-S 506 Introduction to Research	Fall semester of second year
Complete CITI training	Fall semester of second year (if not already done)
Complete proposal	End of Fall semester of second year (as part of LIS-S 506)
Select committee	End of Fall semester of second year
Meet with committee members to discuss plans (initial)	Early Spring semester of second year
Ongoing data collection and document	Spring semester of second year
Schedule defense	6-8 weeks before the end of the semester
Send final draft to committee	4-6 weeks before defense date
Defense	Last week of classes
Revisions	During exam period
Final Submission	By end of exam period

EXPECTATIONS, GUIDELINES, AND POLICIES

Participation, Online Section:

The forum section of Canvas will be used to allow the student to interact with fellow students and the instructor. The student is expected to contribute to the discussion on a weekly basis.

Participation, Classroom Section:

Each student should bring to each class on a sheet of paper with the student's name one question on the readings.

Attendance

A basic requirement of this course is that the student will participate in all meetings, whether online or face-to-face, and conscientiously complete all required activities and assignments.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one's self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect the student's privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts the attendance and academic performance.

Missing class reduces the student's grade through the following grade reduction policy: The student are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in the final course grade. More than six absences result in an F in the course. Missing class may also reduce the grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

Incomplete:

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding the student to previously established time limits would result in unjust hardship to the student. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html>

Deliverables:

The student is responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas.

Typically, the firm deadline for the delivery of the final and faculty-approved version of the MLIS Thesis is the date of the end of finals each semester.

Should the student miss a class, the student is still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. 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.

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 > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> The student must document the difference between the student's 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. <http://www.ulib.iupui.edu/libinfo/turnitin>

Academic Misconduct:

1. **Cheating:** Cheating is 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 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:
 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
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:** Students must 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, the student must 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 occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund.
2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell

phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. 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 other classroom visitors, 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 classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
4. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.
5. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are typically 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. In small sections, demographic information should be left blank, if it could be used to identify the student.
6. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit <http://aes.iupui.edu>.
7. **Email:** Indiana University uses the student’s IU email account as an official means of communication, and students should check it daily. Although the student may have IU email forwarded to an outside email account, the student should email faculty and staff from the student’s IU email account.

8. **Emergency preparedness:** Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at <http://protect.iu.edu/emergency>.
9. **IUPUI course policies:** Several campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html
10. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. <http://registrar.iupui.edu/official-enrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
11. **Religious holidays:** Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit <http://registrar.iupui.edu/religious.html>.
12. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
13. **Sexual misconduct:** IU does not tolerate sexual harassment or violence. For more information and resources, visit <http://stopsexualviolence.iu.edu/>.
14. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.

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.