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School of Library and Information Science—The World of Information

For decades, scholars and futurists have predicted an information revolution. Those predictions have come to life dramatically in recent years. We live in an information age, an age in which the ability to generate and access new knowledge has become a key driver of social and economic growth. This conviction is powerfully reflected in the development of the information superhighway and in the feverish spate of takeovers and joint ventures in the telecommunications, cable, and computer industries, as the major players position themselves to be in the vanguard of the digital revolution. Such developments are transforming both scholarly and lay perceptions of the value of information.

In many developed nations, the information sector is among the fastest growing segments of the economy. The growth of a dynamic global information industry has created a wealth of opportunities for information professionals, but it has also thrown into relief a raft of complex public policy issues, such as privacy and cyber-surveillance, privatization of government-held information resources, the management of intellectual property rights, and the emergence of a digital divide, all of which call for rigorous and informed policy analysis.

The signs of a new age are everywhere: the World Wide Web and electronic commerce, personal computers in the classroom, interactive media in the home, virtual universities, electronic publishing, digital libraries. The statistics are irresistible; the amount of information produced in the last decade alone is greater than all the information created in past millennia. The rhetoric of the information age has finally become reality. And that reality translates into unprecedented career opportunities for information professionals who know how to organize, manage, and exploit knowledge assets; who combine analytic and technical skills with a sense of the strategic value of information to organizations of all kinds.

The economic and social well-being of nations depend increasingly on their ability to generate and access new knowledge. The “informatization” of society is creating demand for specialists who will function as information resource managers and act as guides, interpreters, mediators, brokers, and quality controllers for the ultimate user, who might be a corporate executive, a scientist, or a schoolchild. Today’s information professionals do not merely store and locate information; they also analyze and synthesize raw data to produce customized, value-added services and products for a diverse clientele. The field offers a kaleidoscope of career tracks from which to choose: Web design, information systems analysis, database design and marketing, information brokering, medical informatics, systems librarianship, competitor intelligence analysis, usability testing. In a sense, the opportunities are limited only by the imagination.

On one issue there is widespread agreement: the effective management of information systems and resources is critical to successful organizational performance. That is as true of a Fortune 500 corporation as of a hospital or a small liberal arts college. Information resources include, but are by no means synonymous with, the materials held in libraries, archives, and documentation centers. In the digital age, organizations of all kinds are waking up to the fact that intellectual capital is one of their most important resources—the basis of comparative advantage and superior service delivery. It is this awareness, as much as the highly visible information technologies that are responsible for transforming the ways in which business, commerce, professional affairs, and contemporary scholarship are being conducted.

Libraries, too, are changing. Librarians are active agents of social change and early adopters of new information and communication technologies. The range of materials and media they handle has diversified enormously in the last decade. Access to full-text databases, networked resources, and multimedia information systems has become the norm in a matter of years, fueled in no small measure by the prodigious growth of the Internet and the World Wide Web. The next few years promise even greater advances—global digital libraries, intelligent interfaces, interactive books, collaboratories, intelligent agents, virtual reality. Indiana University’s School of Library and Information Science is responding to the challenge with a flexible and forward-looking curriculum, which stresses those social, behavioral, and cultural aspects of information design and use.

The School: American Library Association-Accredited Master of Library Science

The School of Library and Information Science (SLIS) at Indiana University ranks consistently in the top five or ten programs in North America, and its master’s and doctoral enrollments are among the largest in the nation. In a recent six-year survey of scholarly productivity and impact, the school was ranked number one (in Library Quarterly, April 2000). The M.L.S. (Master of Library Science) degree has been accredited by the American Library Association continuously since 1953. The pioneering M.L.S. (Master of Information Science) degree, available at the Bloomington campus, adds another avenue of entry to the information professions. In addition to these two accredited programs, the school offers a Ph.D. in Information Science, a Specialist in Library and Information Science, specializations in African Studies Librarianship, Chemical Information, Music Librarianship, Special Collections, and a dual master’s/Doctor of Jurisprudence program with the School of Law. There are also dual master’s degree programs with the Schools of Fine Arts, Journalism, Music, and Public and Environmental Affairs, and the Departments of Comparative Literature, History, History and Philosophy of Science, Latin American and Caribbean Studies, and Russian and East European Studies. Course work leading to certification in public libraries and in school media is also available.

At SLIS we bring fresh insights to bear on information design, access, and policy issues by looking at information and information technologies in diverse human contexts. We seek to understand the behaviors, cognitive factors, social practices, media, and tools that foster and hinder effective information use. We place a strong emphasis on the social and behavioral dimensions of information technology.

SLIS has a full-time faculty of 18, supplemented by a distinguished emeritus, visiting, and adjunct faculty. The School of Library and Information Science is located on the Bloomington campus, and offers a full M.L.S. program at Indianapolis. All students have access to the extraordinary physical and human resources of Indiana University, including one of the largest university computing networks in the world and a university library system that ranks thirteenth in the nation in terms of its holdings. Included in this system is the prestigious Lilly Library, which is internationally known for its rare books, manuscripts, and special collections.

The IU School of Library and Information Science is a member of the Association for Library and Information Science Education, the American Library Association, the American Society for Information Science, and the Special Libraries Association. It maintains affiliation with a number of other national and international bodies in library and information science.

The History of SLIS at Indiana University

The School of Education offered the first organized library science curriculum at Indiana University, a program for the preparation of school librarians, in the summer of 1930. In 1938 this curriculum was expanded and made available in the regular school year as well as during the summer session. In 1947 the Division of Library Science was established within the School of Education. A basic undergraduate curriculum in library science concerned with the fundamental processes common to all types of libraries was offered as a minor within the four-year program leading to the Bachelor of Arts or Bachelor of Science degree in the College of Arts and Sciences or to the Bachelor of Science degree in the School of Education.

Fifty Years of Graduate Education in Library and Information Science: 1949–99

A five-year program leading to the Master of Arts with a major in library science, granted by the graduate school, was created in 1949; and a Ph.D. program in library and information science was established in 1964.

In 1966 the Trustees of Indiana University established the Graduate Library School and the professional degree Master of Library Science (M.L.S.), replacing the Master of Arts degree granted by the graduate...
school. The Specialist degree program was added to the curriculum in 1978. In 1980 the name of the school was officially changed to School of Library and Information Science (SLIS). In 1985 an extensive menu of graduate courses leading to the M.L.S. degree was added to the Indianapolis campus.

The Mission of SLIS
The school provides students with an understanding of the conceptual foundations of librarianship and information science and of the multifaceted nature of the wider information environment. It prepares students with a rich mix of knowledge, attitudes, and skills necessary to function as critical thinkers and effective communicators. Graduates should have a strong grounding in theory and the ability to translate theory into effective practice.

To provide a proper setting for the implementation of this mission, the school promotes the advancement of knowledge, both theoretical and applied, through active programs of research and scholarly publication. The school also provides service within the university and to the local, national, and international communities through contributions to, and leadership in, associations and organizations, and by assuming consulting, advising, publishing, and other professional roles. This leadership by example is considered essential in providing a framework in which the goals of the program can be pursued effectively.

The school also provides opportunities for students to seek educational experiences involving the development of the specialized skills currently emphasized in information-providing agencies. The development of these skills often highlights current trends in information systems and information management that serve to assist the student in career planning. Such educational experiences are gained through selection of elective courses from the School of Library and Information Science, through cooperation with other graduate programs of the university, and through seminars, workshops, conferences, group projects, internships, and practicum experiences.

Goals and Objectives of the M.L.S. Program
The M.L.S. 2001 degree option is innovatively designed to meet the new challenges of our profession. Students are introduced to the roles and functions of libraries in contemporary society. They become familiar with key policy issues and technological trends, and with how these issues and trends affect libraries and information centers of all kinds. Students learn to manage and evaluate collections, respond to the information needs of patrons, and to use technology to improve access to information. Students who complete the program are prepared for careers in library administration, public services, technical services, reference services, and collection development at public, school, academic, and special libraries. Students may complete the M.L.S. requirements on the Bloomington or Indianapolis campuses.

Upon completion of the M.L.S. program, graduates will be prepared to:
Assist and Educate Users of Libraries and Information Centers (L524) Analyze and identify information needs of a variety of age, academic, economic, and social groups, and apply appropriate search strategies for effective information retrieval in each situation.
Educate users and potential users of information systems to locate and evaluate information resources.
Analyze and evaluate the provision of information systems and services in a variety of library and information settings.

Develop and Manage Library Collections (L528)
Prepare and apply policies and procedures that support the selection and acquisition of information resources, which will meet the information needs of an organization, institution, or community.
Manage, evaluate, and preserve collections of information resources.

Organize and Represent Information Resources (L505/L525 or L520) Understand and effectively apply principles of representation and systems of organization to provide access to resources in a variety of library and information environments.

Apply Management and Leadership Skills (L527, L550, L553, or L587) Understand a wide range of organizational structures and management and leadership styles; demonstrate positive attitudes and constructive actions, which characterize innovative leadership.
Recognize the value of collaborative planning and project management.
Apply the interpersonal and organizational skills necessary to manage and evaluate projects and personnel successfully.
Work effectively within and across a variety of organizational structures.
Communicate an organization’s values and contributions, and identify sources that will support the organization’s activities.

Conduct and Analyze Research (L509, L643, or L651) Understand and apply research and evaluation methods to investigate questions related to the acquisition, representation, organization, use, and/or dissemination of information.
Analyze and interpret findings of such research and evaluation.

Demonstrate Basic Technical Expertise (L401 or equivalent) Understand the basic applications of modern technology in today's libraries and other information environments.

Approach Professional Issues with Understanding (completion of M.L.S. degree electives) Comprehend the social, political, and legal aspects of information creation, access, and ownership. Engage in continuing learning in professional organizations in library and information science.

All courses leading to completion of the MLS may be taken through IUPUI.

Admission to Graduate Programs

Application Procedures for U.S. Citizens
A packet of application materials for the Master's or Specialist Degree Programs may be obtained from
School of Library and Information Science Administrative Office
IUPUI
University Library 1110C
755 W. Michigan Street
Indianapolis, IN 46202-5195
(317) 278-2376
callison@indiana.edu

Application packets for both Indianapolis and Bloomington programs may be requested online. Please be sure to request the application packet for the appropriate degree program—Master of Library Science or Specialist. All applications must be submitted to the SLIS Admissions Office in Indianapolis.

www.slis.iupui.edu

Application to SLIS graduate programs requires a minimum of the following (additional requirements may be found under listings for individual degrees):
1. Completed application forms.
2. Three letters of recommendation that address the applicant's academic and professional capabilities should be submitted on letterhead and sent directly to the referring party to the SLIS admissions office in Indianapolis. It is the applicant's responsibility to ensure that letters of recommendation reach the admissions office by deadline dates.
3. A personal essay explaining academic and career objectives (minimum 500 words).
4. Official transcripts from each college attended (except Indiana University transcripts, which the school can obtain from the IU registrar's online system). From all other colleges and universities, applicants should arrange to have transcripts sent directly to SLIS.
5. Graduate Record Examination (GRE) scores for master's degree program applicants whose grade point average (GPA) in undergraduate college work is not at least 3.0 on a 4.0 scale, or whose GPA on work completed for a previous graduate degree is not 3.2 or higher. Master's program applicants are advised that GRE scores, if
Application Procedures for International Students

International applicants to SLIS programs in Indianapolis may obtain application materials from

School of Library and Information Science
Administrative Office
IUPUI
University Library 1110 C
755 W. Michigan Street
Indianapolis, IN 46202-5195
(317) 278-2576
callison@indiana.edu

Please be sure to request the application packet for the appropriate degree program—Master of Library Science or Specialist. International students and permanent residents attending IUPUI need to return completed forms and all supporting materials to

Office of International Affairs
IUPUI
Union Building 207
620 Union Drive
Indianapolis, IN 46202-5167
(317) 274-7294
intlaff@iupui.edu

Payment of an application fee is required.

Application packets for both Indianapolis and Bloomington programs may be requested online.

All international applicants for any SLIS degree program—Master's or Specialist—must submit a recent official Graduate Record Examination (GRE) General (aptitude) Test score report from the Educational Testing Service. The test must have been taken within three years before application. Scores on all three sections (verbal, quantitative, and analytical) will be considered. A minimum combined score of 1500 is required for an application to be processed further. The Educational Testing Service provides GRE information and application forms. Materials are available from the Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000

Scores are available about six weeks after the test is taken. It is the responsibility of the applicant to take the GRE test at a time that will allow scores to arrive at the SLIS admissions office to meet all school deadlines.

International applicants whose first language is not English must submit recent official scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 600 is required for admission to SLIS graduate programs. The Educational Testing Service administers the TOEFL once each month at locations throughout the world. Information about TOEFL administration schedules may be obtained from the Educational Testing Service at the address given with GRE information above.

Students whose first language is not English must also take an English language placement test upon arrival at Indiana University. The results of this test are used to determine what, if any, remedial English courses must be successfully completed before graduate study begins. International students should understand that all admissions are granted conditionally, upon verification of English language proficiency, and that enrollment in graduate course work is not permitted, or is limited, until all language deficiencies have been removed.

Additional Indianapolis campus information for international applicants can be found at the IUPUI Office of International Affairs.

Application Deadlines for International Students

The SLIS admissions office will not act upon applications until all required documents have been received (including transcripts, letters of recommendation, application fee, and GRE and TOEFL test scores as required). Ordinarily, applications for master's and specialist degrees are processed within one month of being completed and received at SLIS from the Office of International Admissions. International applicants must comply with the deadline dates indicated in international application materials.

Admission Criteria

Master of Library Science Degree Program

Students holding a bachelor's degree from an accredited four-year college institution are eligible to apply for admission. Applicants in the final year of their undergraduate program may apply and be granted admission conditional upon their being awarded the bachelor's degree.

An applicant must have a minimum grade point average of 3.0 (on a 4.0 scale) or its equivalent in the total undergraduate program or an average of 3.2 in the latest graduate degree or representative graduate hours (usually 30 semester hours) completed. The SLIS admissions committee makes individual judgments about the rigor of grading in the undergraduate or graduate course work presented and about the relative significance of course work completed at various times in an applicant's academic history. Students who do not meet the SLIS cumulative grade point average requirements may submit GRE scores for consideration. GRE scores of at least 1500 (500 in each area) are required. Students may also address circumstances of low academic performance in an attachment to their application.

A substantial number of credit hours of appropriate content-based course work must be included in the overall undergraduate and graduate course work previously completed. This appropriate background includes, but is not limited to, course work in the humanities and the social, biological, and physical sciences. If an applicant is judged deficient in background preparation, additional course work may be required to remove the deficiency. Such additional course work may be at the undergraduate or graduate...
level, but it will not in any case count toward the credit hour requirements for the SLIS degree. Letters of recommendation should be submitted by three individuals who are familiar with the applicant’s academic abilities. Letters from employers and information professionals who are familiar with the applicant’s intellectual abilities and work habits are also acceptable.

A personal goals essay of at least 500 words is required (see M.L.S. application). The essay must indicate a student’s academic and professional goals appropriate to the desired SLIS degree program. The writing skills indicated in this statement are also considered as part of the admission decision.

We welcome applications from students of all backgrounds. Indiana University prohibits admission decisions being made on the basis of arbitrary consideration of such characteristics as age, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Matriculation Applicants may enter SLIS master’s degree programs at the beginning of fall semester, spring semester, and the second summer session.

Admission Categories

Admission —A student’s full admission status is valid for one year, with an additional year available upon petition. If an admitted student fails to matriculate within the allowed time, the admission status is terminated, and the student must reapply.

Probationary Admission — The SLIS Admissions Committee may grant probationary admission to a student who fails to meet one or more of the admission requirements listed above, if, in the judgment of the committee members, there is sufficient other evidence of probable success in the degree program. Probationary admission carries a requirement that the student maintain a minimum GPA of 3.0 throughout the program. Other conditions of the probationary admission, if any, will be stated in the admission letter. The student’s progress will be monitored throughout the program to ensure that the conditions are maintained. If, at any time in the program, the student does not meet the conditions of the probation, admission will be terminated.

Applicants who are denied admission to a SLIS graduate program may not take course work in SLIS without the permission of the dean of the school.

SLIS Non-Degree Student Status — Students with an undergraduate degree may be permitted to take up to 6 credit hours of SLIS graduate course work prior to admission that could count towards their degree if admitted. Nondegree students must complete all necessary prerequisites before taking any course. Nondegree students may be removed from any SLIS course if their place is required for an admitted degree-seeking student. SLIS L401 is a prerequisite course to our degree programs, and does not count towards the credits for the degrees offered.

Undergraduate and nondegree students may take SLIS L401.

Auditing — There are few SLIS courses available for auditing. Auditing is to be limited to nonparticipating courses. Lab-based courses may not be audited. Students who wish to audit a course must obtain written permission from the instructor. A student is not permitted to audit courses without registering as an auditor and paying the current fee for auditing.

Advising

Upon admission, each student is assigned an official faculty advisor whose name is given in the admission letter. Students should meet with their faculty advisors to discuss academic course planning and professional goals. Advisor signatures are also required for various approval forms. Students should carefully plan their course selections, noting appropriate prerequisites and required sequences. The SLIS Web site offers projected long-range course schedules. In addition to the assigned initial faculty advisor, students may consult with any member of the faculty for professional and career guidance.

Degree Requirements

Master of Library Science Degree Program (36 credit hours + L401)

Note: Exceptions to degree requirements must be approved in writing by the student’s faculty advisor and by the SLIS administrative office. Approval forms for course waivers, transfer credit, etc. are available in the SLIS office. Most forms are also available on our Web site. It is the student’s responsibility to ensure that written approval for any program exception is submitted to the SLIS administrative office for placement in the student’s academic file.

Computer-Based Information Skills

The School of Library and Information Science requires that students be computer, network, and information literate and be familiar with basic operations that will be used throughout the students’ course work. This knowledge is prerequisite to many courses in the SLIS curriculum and will form the basis for further learning and skill development throughout the students’ academic and professional careers. To acquire this base, each student must complete, or apply and receive a waiver for, the SLIS course L401 Computer-Based Information Tools. Normally, the course should be completed during the first semester of enrollment, and must be completed within the first 9 SLIS credits. This 3 credit undergraduate-level course is a prerequisite for many courses in the SLIS curriculum, although it does not count toward the credit hours required for a SLIS graduate degree.

Probation Policy

In addition to the probationary admission described earlier, a SLIS student may be placed on probation at any point in the program when failure to achieve a minimum cumulative grade point average (GPA) of 3.0 occurs. The student will be assigned a time frame in which the required 3.0 GPA must be restored. Failure to achieve 3.0 within the required time or to maintain the 3.0 GPA for the remainder of the degree program will result in dismissal from the graduate program. In no case is a master’s degree awarded for course work in which a cumulative grade point average of less than 3.0 has been achieved. Students will not be permitted to continue graduate course work beyond the number of credit hours required for the degree solely in an attempt to raise the grade point average to the required level. Students are expected to maintain a 3.0 GPA each semester.

Time Requirements

All requirements for the M.L.S. degree must be met within five consecutive calendar years from the date of completion of the first credited course. In some circumstances a one-year extension of the five-year time frame may be granted, but in no case will a longer extension be given. Application for the SLIS master’s degree must be submitted early in the fall semester for candidates planning to graduate in December, and early in the spring semester for candidates planning to graduate in May, June, or August.

Foreign Language

Although language skills are recognized as significant and in some cases essential in the information professions, and although such courses may be taken through the university, credit earned for such courses may not be applied toward the M.L.S. degree.

Course Requirements

Note: All course selections, both foundation and elective, must be made in consultation with the faculty advisor. The abbreviation “P” refers to the course prerequisite or prerequisites.

L401 or waiver (www.slis.iupui.edu)

Foundations (15 credit hours)

A candidate for the Master of Library Science degree must complete one course from each of the following areas:

- Assist and Educate Users of Libraries and Information Centers
  L524 Information Sources and Services
- Develop and Manage Library Collections
  L528 Collection Development and Management
- Organize and Represent Information Resources
  L505/L525 Organization and Representation of Knowledge and Information
  L520 Bibliographic Access and Control
- Apply Management and Leadership Skills
  L527 Management of Libraries and Information Centers
  L550 Issues in the Management of Library Services and Programs
M.L.S. Elective Courses In addition to the five courses (15 credit hours) taken from the foundations, students must select a minimum of 21 credit hours of elective courses to complete the 36 credit hours required for the M.L.S. degree. These electives must be chosen in consultation with the student’s faculty advisor in order to best satisfy the student’s academic and professional goals. Elective courses for the M.L.S. degree may be chosen from the foundations or the large pool of other SLIS courses available to all master’s degree students.

M.L.S. Degree Requirements
A candidate for the Master of Library Science degree must complete 36 semester credit hours of graduate course work, all of which must be taken from the IU School of Library and Information Science. A maximum of 6 graduate credit hours from another ALA-accredited master’s degree program may, with the permission of the dean, be applied toward the M.L.S. degree. The transferred courses must have a grade of B or higher and must be taken within the five-year time frame allowed for completion of the degree. Only within recognized joint programs, as outlined in this bulletin, may other non-SLIS courses be applied toward the M.L.S. degree.

M.L.S./Specialization in Library Technology Management

M.L.S./L.T.M. Specialization (45 credit hours + L401)
Prerequisite: L401 Computer-Based Information Tools (3 credits)
or Waiver (www.slis.indiana.edu/upris/L401waiver.html)

Foundations (15 credit hours): one course from each area

Assist and Educate Users of Libraries and Information Centers
L524 Information Sources and Services

Develop and Manage Library Collections
L528 Collection Development and Management

Organize and Represent Information Resources
L505/L525 Organization and Representation of Knowledge and Information

Apply Management and Leadership Skills
L527 Management of Libraries and Information Centers
L550 Issues in the Management of Library Services and Programs
L553 The School Media Specialist
L587 Rare Book Libraries and Librarianship

Conduct and Analyze Research
L509 Introduction to Research and Statistics (P: completion of 9 hours)
L643 Evaluation of Information Systems
L651 Evaluation of Library Sources and Services (P: L528)

Specialization Core (9 credit hours)
L520 Bibliographic Access and Control
L526 Library Automation
L570 Online Information Retrieval

Specialization Electives (15 credit hours)
Technology application courses selected from the following or chosen in consultation with the student’s faculty advisor:
L545 Systems Analysis and Design
L546 User-Centered Database Design
L552 Audio and Video Information Sources and Delivery
L571 Information Architecture for the Web
L576 Digital Libraries
L595 (SLIS workshops, up to 6 credit hours) as approved by adviser
L697 Advanced Topics in Information Systems

Outside Courses: up to 6 credit hours with advisor’s approval

General Electives (6 credit hours)
selected from any SLIS elective courses; internship options for up to 6 credit hours are available

Dual Master’s Degree Program: Master of Library Science–Master of Arts in History
Interest in public history, genealogy, historic preservation, and archives and museum administration creates a demand for professionals with expertise in both historical research and information management. The dual M.L.S.–M.A. in history program requires completion of a minimum of 50 credit hours of graduate course work. Students must apply for admission to the master’s programs of both the School of Library and Information Science and the Department of History and meet the admission criteria established for each. The two degrees must be awarded simultaneously.

Requirements for the Master of Library Science degree are as follows:
1. Completion of SLIS courses from the common (9 credit hours minimum) and M.L.S.-specific (9 credit hours minimum) cores for a total of 18 credit hours. Explanations of the common and degree-specific cores are found in the previous section on degree requirements.
2. Other required SLIS courses (9 cr.): L586 (or History H547 [Archives]), L596, and L625.
3. SLIS elective courses to bring the total of SLIS credit hours completed to 30.
4. Elective courses in history (6 cr.). A minimum of 20 credit hours is required in the Department of History for the Master of Arts degree. For specific requirements, see the entry for the Department of History in the Indiana University Graduate School Bulletin.
technology. Entry requirements for either certification program are the same as for those entering any master’s-level SLIS program. A student must submit an application for a certification program before completing 6 credits in SLIS. Questions concerning course work leading to a valid teaching license in Indiana should be directed to:

School of Library and Information Science
IUPUI
University Library 1110C
755 W. Michigan Street
Indianapolis, IN 46202-5195
(317) 278-2376
callison@indiana.edu

The program leading to certification as a school library/media specialist at Indiana University is approved by NCATE, and the SLIS M.L.S. program is ALA accredited.

School Library Services Minor (24 credit hours)
Completion of this minor allows the graduate to hold a building-level position as a professional library media specialist. Course work leading to the minor may be obtained through the SLIS graduate program as follows:

Required course work:
L520, L524, L526, L528, L533, L553, L596
and one course from the following school library services minor electives:
L551, L552, L554, L557, L570, L571, L578

Professional certification requirements for the M.L.S. degree. Completion of this 36 credit hour major for school media services minor electives:
L551, L552, L554, L557, L570, L571, L578
or any 3 graduate credits from SLIS seminars, readings, workshops, or special topics courses dealing with educational theory and technology use or information resources for children and young adults.

Completion of 24 credit hours as outlined above will allow the library services minor to be added to the standard teaching license in Indiana. The student may elect to stop graduate studies on completion of the 24 credit hour minor or may complete the M.L.S. degree by completing L527, L509, and 6 credit hours of SLIS electives approved by Dean Callison.

If the student holds a life license for teaching in Indiana, the minor in school library services can be added only after it has been professionalized by completion of 12 graduate credit hours beyond the minor. Of the total 36 credit hours, 12 must be in course work that emphasizes use or preparation of instructional technology or application and management of information technology related to public school education.

School Media Services Major (Emphasis in Information Technology) and the M.L.S.
Completion of this 36 credit hour major for school media information technology services to be added to the provisional teaching license also meets the requirements for the M.L.S. degree. Completion of this major enables the student to hold a position as a professional library media specialist with additional responsibilities in information technology and audiovisual services.

Required course work:
L509, L520, L524, L526, L527, L528, L533, L553, L596

and three courses from:
L551, L552, L554, L557, L570, L571, L578, or others approved by the Director of School Media Education.

The student who holds a life license for teaching in Indiana must professionalize this major before it can be added to the license. Professionalization requires completion of 12 additional graduate credit hours beyond the 36 described above, and these additional credits should be in educational technology, instructional theory, selection and use of instructional resources, and information technology. Any of these additional 12 credit hours may come from graduate programs outside SLIS.

The student should consult with the director for library media education in order to determine approval of these additional courses.

Courses Open to Undergraduates
The following courses may, with permission, be taken in the junior or senior year with a view toward school library certification: L533 Library Materials for Children and Young Adults and L551 Information Inquiry for School Teachers.

If such course work is taken as an undergraduate, the credit may count as an elective in the student’s undergraduate work. Since all course work for either the minor in library services or the major in media services must be taken as a graduate student, an undergraduate who has completed either or both courses listed with a grade of B or better may, on consultation with the graduate advisor, substitute other graduate-level course work from SLIS in meeting the certification and/or M.L.S. degree requirements.

Public Library Certification Requirements
Courses are available through SLIS IUPUI Distance Education: www.slis.iupui.edu/courses/distance.html
Students who desire certification for positions in Indiana public libraries must meet the requirements established by the State Library Certification Board. For complete information, contact
Indiana Library Certification Board
Indiana State Library
1-40 N. Senate
Indianapolis, IN 46204
1-800-451-6028

The board lists two kinds of education in determining the grade of certificate granted:

Accredited library education is described as completion of graduate study in an accredited program and validated by a diploma. This level relates to the higher grades of certification: Librarian I, II, or III. Librarian I and II levels have experience as well as educational components. Librarian III is the minimum grade for heads of libraries serving populations of 10,001 to 25,000 and for comparable positions as determined by the library certification board. The Master of Library Science degree from Indiana University meets this requirement.

Approved library education is defined as elementary instruction in library science taken after completion of a prescribed period of undergraduate education. Approved library education requires specified amounts of study in library science and relates to the lower grades of Indiana library certificates. Two levels of approved education are recognized:

- Intermediate library education requires a bachelor’s degree and at least 15 credit hours of library science courses. This meets the requirements for Librarian IV, which is the minimum grade for heads of libraries serving populations of 5,001 to 10,000 and for comparable positions as determined by the library certification board. The following courses at Indiana University meet the intermediate library education requirement for Librarian IV: L520, L524, L527, L528, L533.

- Minimum library education requires at least two years of undergraduate education and at least 9 credit hours of library science courses. This meets the Librarian V level, which is the minimum grade for heads of libraries serving populations of 5,000 or fewer and for comparable positions as required by the library certification board. The following courses at Indiana University meet the minimum library education requirement for Librarian V: L524, L527, L528.

Students wishing to meet Indiana public library certification requirements must meet all requirements for and be admitted to the M.L.S. degree program.

General Information
Grade Computation
Instructors in the School of Library and Information Science use a grading system that includes plus and minus grades as well as straight letters. Numerical equivalents for these grades are as follows: A+ or A = 4.0; A = 3.7; A– = 3.3; B+ = 3.0; B = 2.7; B– = 2.3; C = 2.0; C– = 1.7; D+ = 1.3; D = 1.0; D– = 0.7; F = 0.0.

Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the School of Library and Information Science.

A (4.0) 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. The grade of A+ is not granted in SLIS, except in very exceptional cases.

A– (3.7) Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
The grade of Incomplete (I) may be used on the final grade report at the discretion of the instructor. The grade I indicates that the student's work in a course is satisfactory thus far but has not been completed as of the end of the semester.

The grade of Incomplete may be given only when the student's work in a course is satisfactory thus far but has not been completed as of the end of the semester. In these instances, an I, indicating that the grade has been deferred, will be assigned until such time as the dissertation is completed.

The grade of Incomplete (I) may be used on the final grade report at the discretion of the instructor. The grade I indicates that the student's work in a course is satisfactory thus far but has not been completed as of the end of the semester.

The grade of Incomplete (I) may be used on the final grade report at the discretion of the instructor. The grade I indicates that the student's work in a course is satisfactory thus far but has not been completed as of the end of the semester. In these instances, an I, indicating that the grade has been deferred, will be assigned until such time as the dissertation is completed.
submission of an application form, a 300-500 word statement of the individual's philosophy and goals in youth librarianship, and two letters of reference. Deadline for submission is March 15.

**Indiana Library Federation Scholarships** are awarded annually by the ILF to students who are Indiana residents, have economic need, and are studying or wish to study for a career in librarianship. Awards are made each spring, and recipients must agree to work in an Indiana library for one year following degree receipt. Details for application are published each spring by SLIS and the federation.

**Association for Indiana Media Educators Scholarship** are offered to students planning a career in Indiana school libraries and media centers. Application details are published by the association and SLIS when they become available.

**Other financial aid** opportunities are publicized by the school as they become available. This information is available primarily on the SLIS-INDY electronic mailing list.

**Student loans** and other financial aid opportunities are available to graduate students at IUPUI through the:

Office of Student Financial Aid Services
IUPUI
Cavanaugh Hall 103
425 N. University Blvd
Indianapolis, IN 46202-5145
(317) 274-4162
finaid5@iupui.edu

**International student aid** from the School of Library and Information Science is very limited. Aid available from the school for beginning students is normally restricted to U.S. citizens and permanent residents. In some cases a continuing international student will receive financial assistance following the first semester in SLIS, but in no case does the available aid approach the entire amount needed for the support of an international student attending a graduate degree program at Indiana University. International students are advised not to count on any financial assistance from the school, but to seek sponsorship and support from other sources. The university will not issue visa documentation until the international student submits evidence of complete financial support. Information on other financial aid for international students may be obtained from

Office of International Affairs
IUPUI
Union Building 207
620 Union Drive
Indianapolis, IN 46202-5167
(317) 274-7294
intlaff@iupui.edu

**Courses**

*Note: The abbreviation “P” refers to the course prerequisite or prerequisites. Undergraduate courses are marked by the sign *. Undergraduate students will be admitted only to the 100-level courses. Undergraduates wishing to enroll in higher-level SLIS courses must receive written permission from the school prior to registering for the course.*

**L404* Information Resources and Student Research (1 cr.)** Concepts of information, research processes, and techniques and skills for using information resources are examined. Resources explained include traditional print sources as well as those based on new technologies, such as computer databases and multimedia applications. Similar to L161 but has been designed for IUPUI students and programs incorporating technology and off-campus learning.

**L401* Computer-Based Information Tools (3 cr.)** Graded S/F. This skills-based course introduces basic applications that will be used throughout the student's course work and beyond. Students' experiences in this course should be seen as a basis for further skill development and learning throughout their careers. The course covers computing platforms, access tools, and management tools. Demonstration of skills will be by a mastery test or an assignment in each unit of the course. L401 does not count toward graduate degree requirements.

**L501 Information and Society (3 cr.)** Introduces issues related to information in society, as well as concepts, methods, and techniques of information science. Major units include the study of human communication, the information environment, uses and users of information, information systems in libraries, and the information professions.

**L503 User Needs and Behavior in Theory and Practice (3 cr.)** This course introduces students to the concepts of information analysis from a human perspective, focusing particularly on the theoretical models and practical techniques that underpin the field. Sociological and psychological perspectives will be examined in order to develop an approach to the assessment of users' information needs.

**L505 Organization and Representation of Knowledge and Information (3 cr.)** Introduces students to various disciplines' approaches to the understanding, organization, representation (summarizing), and use of knowledge and information. This survey looks for commonality among the approaches taken in information science, cognitive psychology, semiotics, and artificial intelligence, among others. The goal is to identify criteria for evaluation and improvement of ways to organize and represent information for future retrieval. Information systems currently used in libraries and information centers will be studied as examples. Emphasis in the course is on concepts and ideas, with appropriate attention to terminology and technology.

**L509 Introduction to Research and Statistics (3 cr.)** P: L401, completion of 9 credit hours in SLIS, or consent of instructor. The research process, including concepts, design, conduct, and evaluation. Principles and characteristics of approaches and methodologies relevant to research in the field. Examples of data sources and introduction to methods of statistical description and analysis; ethical issues.

**L514 Preservation of Library and Information Resources (3cr.)** Examines causes of library and archival materials deterioration. Develops conceptual framework and management perspective for preservation programs using technical standards, program development tools, scientific and administrative research reports, and advocacy literature. Explores the new information technologies and media as both preservation tools and challenges.

**L515 History of the Book (3 cr.)** Survey of the functions and history of writing and the various methods and styles of bookmaking from earliest times through the nineteenth century.

**L516 Introduction to Archives and Records Management (3 cr.)** Introduces basic theories, methods, and significant problems in archives and records management. The course also discusses how archivists are responding to the challenge of managing and preserving electronic records.

**L517 History of Libraries (3 cr.)** Development of libraries and information service from earliest times to the present, with emphasis on the library in relation to social, economic, cultural, and political trends.

**L520 Bibliographic Access and Control (3 cr.)** P: L401. Historical development and principles essential to the understanding of the conceptual foundations of providing bibliographic access and control of materials and information. Discussion and examples in the application of AACR2 will be presented to illustrate and reflect current practice. Emphasis is on monographic publications.

**L522 Perspectives on Librarianship, Literacy, Communications, and Reading (3 cr.)** Overview of the library as a social institution—historically, currently, and for the future—within social, economic, political, and cultural contexts. Focuses on the institution, the collections and formats, and the users, to create an understanding of the role and importance of libraries.

**L524 Information Sources and Services (3 cr.)** P or concurrent: L401. This course introduces students to the basic information sources and services among different types of libraries and information centers, including academic, public, special, and school media.

**L526 Library Automation (3 cr.)** P or concurrent: L401. Principles for the design, selection, implementation, and management of automated systems of all types in libraries, including systems for technical services processing, reference and user services, and management. Focus is on present and future applications of technology in libraries, their technical features, and their implications for library.
services and management. When possible, some practical experience with a particular application will be provided.

L527 Management of Libraries and Information Centers (3 cr.) Management and administration of all types of libraries. Covers basics of organizational structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of the organization.

L528 Collection Development and Management (3 cr.) Theoretical and pragmatic aspects of the selection, evaluation, and management of collections in all types of libraries. Acquisitions, publishers and censorship are also covered.

L530 Legal Bibliography and Law Library Administration (3 cr.) P: L524 or consent of instructor. An introduction to basic legal materials and law librarianship. Primary and secondary resources; indexes; digests and citators; specialized research methods; current developments in automated legal research. History of law libraries in the United States, their organization and administration. The role of law librarians in law schools and law firms.

L533 Library Materials for Children and Young Adults (3 cr.) Evaluation and use of books, magazines, recordings, films, radio and television broadcasts, and other sources of information and recreation.

L534 Principles and Techniques of Storytelling (3 cr.) P or concurrent: L533 or consent of instructor. The history, philosophy, and value of storytelling. Guidance in techniques of this oral art form and its adaptation to special needs and programs.

L535 Library Services for Children and Young Adults (3 cr.) P or concurrent: L533 or consent of instructor. This course emphasizes the history, philosophy, and description of children and young adult library services. It takes a holistic look at the role of the youth services librarian, from planning and evaluation to specific services and programs, and examines the current and future outlook for this type of librarianship. Emphasis is on the public library, but cooperation with appropriate services and programs such as school media centers is also discussed.

L542 Introduction to Human-Computer Interaction (3 cr.) Examines the human factors associated with information technology and seeks to provide students with knowledge of the variables likely to influence the perceived usability, and hence the acceptability, of any information technology. In so doing it will enable students to progress further towards specialist work in the important field of human-computer interaction.

L543 Strategic Intelligence (3 cr.) Introduces different concepts of strategic intelligence and different contexts in which these are applied; the idea of intelligence is not restricted to national security, or corporate competition: it can apply at the level of the individual citizen, company, community, or country.

L544 Information Technology Standardization (3 cr.) P: L401. This course presents students with an opportunity to learn about specific information technology standards of interest to information professionals. Additionally, students will learn about various standardization activities and their impact in organizational settings.

L545 Systems Analysis and Design (3 cr.) P: Computer literacy or consent of instructor. Using a behavioral approach to information systems, this course covers information systems designed to conform to the needs of users.

L546 User-Centered Database Design (3 cr.) P: L401 or consent of instructor. Concerned with a comprehensive view of the processes involved in developing formal access to information from a user-centered point of view. Considers various database models (such as flat file, hierarchical, relational) and hypertext (in terms of text, sound, numeric, image, and geographic data). Students will design and implement databases using several commercial database management systems.

L547 The Organizational Information Resource (3 cr.) This course introduces some of the models and methodologies that have been proposed to help managers exploit the information resource. Topics include historical overview, structure and content of the organizational information resource, and resource modeling.

L548 Computer Programming for Information Management (3 cr.) P: L401 or consent of instructor. Introduces basic skills for programming and manipulation of data structures for bibliographic and full-text information systems.

L550 Issues in the Management of Library Services and Programs P: L527. A special topics course providing in-depth study of management and service issues relevant to a specific type of library or information environment. May utilize a seminar format. Specific topics announced in Schedule of Classes. May be repeated for credit when topic varies.

L551 Information Inquiry for School Teachers (3 cr.) This course is intended to be an opportunity for teachers and future teachers (including school library media specialists as teachers) to practice methods in critically thinking about information/media, and to use that process as a means to teach their students to be critical reviewers and communicators.

L552 Audio and Video Information Sources and Delivery (3 cr.) P or concurrent: L503 or L546 or consent of instructor. Students will become acquainted with community radio and television services, especially public access communications through public and academic libraries, as well as public information networks such as BITNET and the Internet, and cable or distance-education television services. Students will have hands-on experience in the production of oral history and community video programming. Students will also become aware of how multimedia and other audiovisual materials are selected, organized, and maintained in library collections.

L553 The School Media Specialist (3 cr.) P or concurrent: L524, L528 and L533, or consent of instructor. Establishes the professional teaching and administrative role of the certified school library media specialist in K–12 settings. Situations are examined that pertain specifically to policy development, budgeting, collection development, instructional design, support staff training, facility design, district supervision, and information networking within the modern school corporation. Students make site visits to leading school information centers, conferences, and media fairs.

L554 Bibliographic Instruction (3 cr.) P or concurrent: L524 or L542, or consent of instructor. This is a hands-on course in which the student will have the opportunity to practice and evaluate methods in design and presentation of various approaches to bibliographic instruction including library skills and orientation, user education, discipline-specific instruction, and information literacy. Students will be expected to research and debate information literacy theory, and to make several extensive oral presentations, which will be subject to critical review.

L559 Introduction to Health Sciences Librarianship (3 cr.) P: L541. Health sciences library administration, materials organization, and information services. Emphasis on National Library of Medicine classification, subject headings, printed indexes, and online databases.

L561 The Information Industry (1–3 cr.) This course examines various aspects of the information industry: products, producers, suppliers, trends, and market opportunities. Focus varies with the topic; for example, structural market characteristics, or technical developments and their impact. May be repeated for credit when topic varies.

L562 Information Accounting (3 cr.) P: L507. This course evaluates a variety of approaches to assessing the costs and benefits of information investments. The aim is to provide students with a range of information accounting techniques and impact assessment methodologies to help them better understand the true costs and value of information.

L563 Information Policies, Economics, and the Law (1–3 cr.) Data creation, publication, dissemination, and use occur in a complex social context. Legal and regulatory structures continue to evolve to control these processes. This course explores international and U.S. principles, laws, and regulations affecting the information industry. Focus varies with the topic; for example, copyright of electronic information sources or transborder data flow. May be repeated for credit when topic varies.

L564 Computerization in Society (3cr) Surveys social consequences of computerization when it is shaped and used by business, public agencies, and individuals.

L570 Online Information Retrieval (3 cr.) P: L401 or consent of instructor. Principles, methods, and techniques of advanced online information retrieval (IR). Characteristics of and search strategies for the use of bibliographic, referral, citation, fact, numeric, and full text databases and search systems.
Considers standards, use of communications software, front-ends and micro-based IR systems, and creation of in-house databases.

L571 Information Architecture for the Web
(3 cr.) P: L401. This course focuses on technologies for connecting computers for communication/telecommunication. A discussion of the differences between digital and analog transmission is used to introduce the concept of computer networks. Network components and designs are compared in terms of performance, reliability, and cost. Communication protocols and network connectivity are presented in the light of current standards. Network management is discussed in relation to technical and economic strengths and security needs.

L574 Communication in Electronic Environments (3 cr.) Examines conceptual perspectives on information in organizations, covering topics such as types of information, information activities, organizational culture and information technology, communication as information flow, obtaining and using information from the environment, managing information in specialized extended communities, and ethical and quality issues. Focus varies by type of community studied. May be repeated for credit when the topic varies.

L576 Digital Libraries (3 cr.) P: L571 or equivalent and consent of instructor. This course introduces digital libraries—networked information servers that provide access to multimedia data for local and remote users. Primary emphasis is on developing digital libraries, based on understanding tools for presentation and manipulation of multimedia as well as analysis of user needs.

L577 Design of Information Systems (3 cr.) P: L575. Students identify, design, and implement a significant information design project, such as acquisitions, organization, or search and retrieval for an online public access system.

L578 User Interface Design for Information Systems (3 cr.) P: L548 or consent of instructor. This course focuses on established principles and methods to design effective interfaces for information systems, emphasizing document retrieval, filtering, visualization, correlation, analysis, and research.

L582 Subject Access Systems (3 cr.) P: L505. Principles, development, characteristics, and internal structures of subject access systems. Evaluation of the strengths and weaknesses of the major classification schemes and current subject heading systems.

L583 Indexing Theory and Practice (3 cr.) P: L505 or consent of instructor. Theoretical concepts of subject indexing and thesaurus construction for information retrieval. Examines alternative approaches to traditional indexing techniques. Evaluation and use of appropriate computer software.

L584 Technical Services (3 cr.) P: L507 or consent of instructor. Principles of organization and function of library technical services, including acquisition, cataloging, serials, circulation. Special emphasis on research and development in library systems and technology. Includes file organization, documentation system development, analysis, and evaluation for manual, mechanical, and automated applications.

L585 Descriptive Bibliography (3 cr.) P: consent of instructor. The development of the practice of printing, type founding, and papermaking: the principles and practice of the bibliographical description of printed books, with emphasis on the period to 1880.

L586 Administration of Manuscripts and Personal Papers Collections (3 cr.) P: consent of instructor. Introduction to the nature, functions, and methodology of the administration of archives and manuscript collections. The course will consist of lectures, discussions, field trips, and special projects.

L587 Rare Book Libraries and Librarianship (3 cr.) P: consent of instructor. Introduction to the development, organization, and operation of rare book libraries and special collections. Includes an overview of the fundamentals of book collecting (both private and institutional), the antiquarian book trade and auction market, and the profession and practice of rare book librarianship.

L592 Bibliometric Techniques and Problems (3 cr.) Focuses on bibliometric techniques and the research problems that they are used to address; introduces the principal bibliometric techniques used in library and information science research, with particular emphasis on their role in the study of scholarly communication.

L594 Research in Library and Information Science (1–4 cr.) P: L509 and consent of instructor. Individual research in a problem in the field of library and information science.

L595 Workshop for Librarians and Information Professionals (cr. arr.) P: consent of instructor. Group study of specific problems in the library and information field. Generally includes a hands-on element. No more than 6 credit hours of L595 credit may be used toward the requirements for any SLIS degree.

L596 Internship in Library and Information Science (2–6 cr.) P: permission of faculty advisor. Graded S/F. Supervised internship in an information management environment. Professionals in library and information management mentor each graduate student. Forty on-site hours must be completed for each credit earned. Students should plan through their advisor the course work leading to an internship. Normally, at least 21 credits must be completed before enrollment.

L597 Topics in Library and Information Science (cr. arr.) P: consent of instructor. Study of specific topics in librarianship and information science. May be repeated for credit when topic varies.

L600 Readings in Library and Information Science (1–4 cr.) P: consent of instructor. Readings and study in any area of library or information science having an extensive literature. A student may enroll for this course twice in the same semester under different instructors. Normally L600 is completed under the direction of a full-time faculty member. Readings done under L600 shall not duplicate the content of any course now in the curriculum of the School of Library and Information Science.

L605 Seminar in Education for Librarianship and Information Science (3 cr.) P: consent of instructor. An overview of the history, purpose, and methods in education for librarianship and information science. American and international systems will be covered, as well as standard accreditation requirements for higher education programs. Students will be evaluated on their demonstration of lecture delivery, group discussion management, analysis of a mentor teacher, and presentation of instruction through distance education.

L608 Seminar in Intellectual Freedom (3 cr.) P: 9 credit hours of SLIS graduate credit or permission of instructor. Beginning with a history of and alternative philosophical justifications for censorship, the student is introduced to constraints, obligations, and problems relating to intellectual freedom.

L610 International Information Issues (3 cr.) Comparisons of philosophy and practice of librarianship in selected countries; international library organizations; current world trends.

L620 Topics in Information, Literature, and Bibliography (3 cr.) The purpose of this course is to provide the opportunity for greater in-depth study of the information and literature sources related to area studies, specific academic disciplines, and/or specific library patron audiences. Examples include Slavic materials, Latin American bibliography, and international legal bibliography. Depending on the potential market, the demand for knowledge concerning the specific information, literature, and material, and the expertise of available faculty, there is a wide range of possible topics.

L622 Library Materials for Adults (3 cr.) P: L524, L528. A review and discussion of trends reflected in subject content and use of book and nonbook materials for patrons in secondary school and public libraries, in relation to changing young adult and adult needs and the role of libraries in meeting such needs.

L623 Information in the Humanities (3 cr.) P: L524 or consent of instructor. Introduction to information sources and services in the disciplines of performing arts, music, fine arts, literature, language, philosophy, and religion. In addition, the course addresses information needs and behavior patterns of users seeking these types of information.

L624 Information in Science and Technology (3 cr.) P or concurrent: L401, L524. General materials, reference books, periodicals, government documents, and nonbook media in the individual literature of individual disciplines; patents and report literature. Examination of production, publication, distribution, and forms of scientific and technical literature.

L625 Information in the Social Sciences (3 cr.) P: L401, L524, or consent of instructor. Study of the core information tools in the fields of anthropology,
including key bibliographic databases and electronic network tools. Evaluation of research dealing with information channels in these fields.

**L628 Government Information: Collection, Organization, Dissemination (3 cr.)** P: L401, L524. Survey of government information dissemination in all formats and at all levels of government. Consideration of government information policy. Primary emphasis given to U.S. government information, but with some consideration given to state and local publications in the United States, and those of international organizations.

**L629 Business Information Sources (3 cr.)** P: L401, L524, or consent of instructor. Introduction to basic business materials. Includes resources, research methods, current developments, automated systems, and databases.

**L630 Seminar in Art Librarianship (3 cr.)** P: A575 (School of Fine Arts) or consent of instructor. Academic art library administration, collection development, reference services, technical services operations, facilities, and slide and photograph/picture collections will be emphasized.

**L631 Seminar in Music Librarianship (3 cr.)** P: M539 (School of Music). Academic music library administration, collection development, technical services operations, record and performing ensemble collections, and reference services will be emphasized.

**L633 Seminar on Issues and Trends in Children’s or Young Adult Literature (3 cr.)** P: L533 or consent of instructor. An advanced seminar, addressing such topics as images of minority groups, societal problems (e.g., poverty and family patterns), or informational needs and materials (including access and availability of print, nonprint, and computer resources). May be repeated for credit when topic varies.

**L641 Information Storage and Retrieval Theory (3 cr.)** P: L401, L503, L505, L509. Traditional experimental design, cognitive, and naturalistic approaches to studying the fundamental concepts of information retrieval (IR). Anomalous states of knowledge, relevance, information need, search behavior, and process. Study of IR subsystems; system interface; query formulation, matching, and relevance feedback algorithms, subject indexing, and evaluation.

**L642 Information Usage and the Cognitive Artifact (3 cr.)** P: L542. Examines the process of information usage, with particular emphasis on reading and writing, to determine the best role for information technology in supporting such human activities with cognitive artifacts.

**L643 Evaluation of Information Systems (3 cr.)** P: L401. Theoretical and practical exploration of the issues surrounding contemporary information systems. A specific focus will be on evaluating information systems from the user’s perspective. This evaluation approach will cut across disciplinary frameworks: behavioral, cognitive, and social sciences. The approach will also touch on multiple research methods: online surveys, sense-making, critical incident, and network analysis.

**L651 Evaluation of Library Sources and Services (3 cr.)** P: L528. Examines the applied evaluation of library resources and services, including collections, document delivery, technical services, reference services, and overall library performance. Emphasis is placed on the available methods and methodological issues. The checklist method, availability studies, document delivery tests, use studies, applied bibliometrics, and the use of automation are covered.

**L697 Advanced Topics in Information Systems (1–4 cr.)** This course is a special topics seminar, focusing on a new development or application of technology related to information systems. The intention is to provide a rapid response to current trends, with topic and content changing with each offering. Examples of topics that might be offered include: hypermedia, artificial intelligence, expert systems, parallel processing, virtual reality, or some special aspect of one of these technology trends and their implications for information system development and use. May be repeated for credit when topic varies.
School of Library and Information Science
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BLAISE CRONIN, Ph.D., Dean and Professor
DEBORA SHAW, Ph.D., Associate Dean and Associate Professor

Faculty
Borner, Katy, Ph.D. (University of Kaiserslautern, 1997), Assistant Professor
Callison, Daniel J., Ed.D., (Indiana University, Instructional Systems Technology, 1983), Professor and Executive Associate Dean
Crawford, Holly, Ph.D. (University of Illinois, 1997), Assistant Professor
Crews, Kenneth D., Ph.D. (University of California, Los Angeles, 1990), J.D. (Washington University, 1980), Professor
Cronin, Blaise, Ph.D. (The Queen’s University of Belfast, 1983), D. Litt. (Hon.) (Queen Margaret College, Edinburgh, 1997), Professor and Dean
Dillon, Andrew P., Ph.D. (Loughborough University of Technology, 1991), Associate Professor
Herring, Susan C., Ph.D. (University of California, Berkeley, 1991), Associate Professor
Jacob, Elin K., Ph.D. (University of North Carolina, Chapel Hill, 1994), Associate Professor
Kling, Rob, Ph.D. (Stanford University, 1971), D.Sc. (Hon.) (Free University of Brussels, 1987), Professor
Mostafa, Javed, Ph.D. (University of Texas-Austin, 1994), Associate Professor
Nisonger, Thomas E., Ph.D. (Columbia University, 1976), Associate Professor
Paolillo, John C., Ph.D. (Stanford University, 1992), Associate Professor
Priss, Uta, Ph.D. (Darmstadt University, 1997), Assistant Professor
Pungitore, Verna L., Ph.D. (University of Pittsburgh, 1983), Associate Professor
Robbin, Alice R., Ph.D. (University of Wisconsin, 1983), Associate Professor
Rosenbaum, Howard, Ph.D. (Syracuse University, 1996), Assistant Professor
Shaw, Debora, Ph.D. (Indiana University, 1983), Associate Professor and Associate Dean
Taylor, Joyce G., Ph.D. (Indiana University, 1993), Lecturer