LIS-S 640 (Summer II 2018) 3 Credits
Seminar in Intellectual Freedom
June 25 – August 6

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

Instructor: Daniel Callison
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Use the Canvas mail to contact me for class matters so that we can keep track of our correspondence. For non-class concerns, e-mail me at callison@indiana.edu

COURSE DESCRIPTION

Official catalog description

Beginning with a history of an alternative philosophical justifications for censorship, the student is introduced to constraints, obligations, and problems related to intellectual freedom.

Instructor's approach

This course is centered on topic-based readings, shared student discussion, and relevant written assignments. Emphasis is on identification and articulation of concepts covered in our study of intellectual freedom. The instructor will participate to an extent in the discussions, as necessary, however it will be the academic burden of the students to contribute professional content found in the literature. Although the study of intellectual freedom can be quite broad, we will strive to relate our topics to our current or future work in libraries and information settings. Specific policies will be drawn directly for the American Library Association literature.

Prerequisites

S401, S501, S502, S503 or consent of instructor

Required Textbook(s) & Additional Texts Available in Digital Access - all free to IUPUI enrolled students


Additional ALA publications as supplemental resources are available in digital fulltext format, without charge through the library at IUPUI:


More current, peer-reviewed journals are available online via web or IUPUI university databases (Use EbscoHost Academic Search Premier). Library and Information Science Source is also a primary channel for this course and should be used extensively for identification of current literature to support contributions to discussion and assignment exercises. The database is a key lead to intellectual freedom artifacts and allows your classmates and instructor to access fulltext document you reference.

**EXPECTATIONS, GUIDELINES, AND POLICIES**

**Attendance**

The course will be taught entirely online and is asynchronous; there are no required synchronous online meetings. This course thus makes the assumption that students are able to work independently.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to
complete the assigned tasks on time. Credit can be reduced for assignments complete one week late, or more. If you believe you will not be able to complete a task for a certain reason, contact me ahead of time via Canvas mail. Meeting deadlines is very important in a condensed summer session when we depend on sharing information in order to move along in the exercises.

**Accommodations**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible.

Learning disabilities means any mental/physical/health condition that affects your ability to learn and complete assignments.

If you have a sudden and clearly temporary medical issue, like flu or a car crash, I can handle a request for a due date extension. If you have ongoing issues, you absolutely need to contact AES. Faculty need the input of AES staff in order to be fair to all students. Most resources should be accessible to visually-impaired students. All task directions are in .pdf format. If .pdfs or web-based readings are inaccessible, please contact me for substitutions.

**Canvas**

Canvas will be an integral part of the course. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements will be found in Canvas along with the course schedule.

**Your Questions, Concerns, and Comments**

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

**What Tools You Need**

Because this is a web-based class, it is assumed that every student has daily, reliable,
high-speed internet access. Lack of access will not be accepted as an excuse for timely participation or late assignments.

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

**COURSE SCHEDULE**

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

**Assignment Submissions**

Assignments will be turned in by file upload. The upload must be a Word document or .pdf. You need to check Feedback in Grades to see my annotations on the assignment. I will not remind you, so don't neglect this part. I will also make comments in the Grade book comments section, but don't neglect to check feedback for specific critiques.

*Please do not disregard the different word counts indicated for assignments. Depending on the assignment or discussion the exercise may need only 100 words or as many as 1,000.*

**Discussion Postings**

Some exercises will be submitted as written posting. These will have specific guidelines for earning credit. A quality posting (original or response) must include some of the following characteristics:

- References professional literature (assigned readings, additional relevant materials).
- Updates information shared in the lesson materials with items from the news or literature.
- With support and logic, counters something found in the instructor’s notes, professional literature, or what a fellow student has stated.
- Questions or improves upon a posting in a responsible and respectful manner.

Participation will be evaluated based on the depth of the original posts (not just, "I think this is interesting"). Your responses to other postings should show some involvement and range of resources cited to support your comments (not just, "I agree with what John said").
Citation Formats
Single space all essays and postings you submit.
If you cite the textbook Intellectual Freedom Manual (2015) simply use a parenthetical reference. For example:

It appears that "many intellectual freedom conflicts have been resolved in favor of the freedom to read" (IFM, p. 6). The history document can be simply cited as (History IFM, p. x).

The ALA Intellectual Freedom Manual (2015) states that "many intellectual freedom conflicts have been resolved in favor of the freedom to read" (p. 6).
If you cite any work other than the textbook, use a parenthetical reference, too, but also list the work at the end of the post. APA style is preferred.

Assignment Schedule & Calendar

Deadlines are based on submission of the completed assignment by 11:55pm Eastern Time on the Date Given.

June 25, Monday, Class Begins

June 27, Wednesday, Select one Intellectual Freedom Issue from the list given. Report your choice to the instructor and class members directly through your introduction. Give a brief justification for your selection of your Intellectual Freedom issues topic.

June 29, Friday, You will be assigned a second Intellectual Freedom issues topic. Your discussion of BOTH issues will be due July 12.

June 29, Friday, post your first two artifact discussions. The grade for your discussions will accumulate up to five points each Friday with two postings on and following dates: June 29, July 6, 13, 20, and 27. Two postings for the artifact reporting will accumulate to ten in total across the five Fridays. Possible value for the postings will drop one for each week they are late.
(25 points)

July 4, Wednesday, Holiday

July 12, Thursday, post both of your Intellectual Freedom issue discussions, the one you selected and the one I assigned you.
(25 points)

July 26, Thursday, post your Intellectual Freedom principles discussion which you have selected.
(25 points)

August 6, Monday, submit to the instructor only your competed synthesis and evaluation essay.
Discussions and Assignments Content

Discussion 1
Post your Introduction and select your first Issue (June 27)

Each student should post an introduction under Discussion 1. Normally a brief introduction helps us gain an understanding of those in the class and their academic and professional experiences relevant to a career in library and information science.

The introduction should give a brief justification for selecting one of the Intellectual Freedom Issues that will examine in greater detail by July 12.

The Intellectual Freedom Issues (as listed in A History of ALA Policy on Intellectual Freedom (2015) and discussed in more detail in sections of The Intellectual Freedom Manual (IFM 2015) are:

1. Access to Digital Information, Services and Networks
2. Access to Library Resources and Services for Minors
3. Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation
4. Access to Resources and Services in the School Library
5. Advocating for Intellectual Freedom
6. Challenged Resources
7. Copyright
8. Creating Policy for Your Library – User Behavior and Library Use
9. Diversity in Collection Development
10. Economic Barriers to Information Access
11. Evaluating Library Collections
12. Exhibit Spaces and Bulletin Boards
13. Expurgation of Library Resources
15. How to Respond to Challenges and Concerns about Library Resources
17. Labeling and Rating Systems
18. Library-Initiated Programs as a Resource
19. Meeting Rooms
20. Minors & Internet Activity
21. Policy on Governmental Intimidation
22. Prisoners’ Right to Read
23. Privacy
24. Resolution on the Retention of Library Usage Records
25. Resolution on Workplace Speech
26. Restricted Access to Library Materials
27. RFID in Libraries: Privacy and Confidentiality Guidelines
28. Services to Persons with Disabilities
29. The Universal Right to Free Expression
By June 29, the instructor will confirm the student’s first choice and assign a second issue to the student. That confirmation will also be posted over the course’s Announcements and on the discussion assignment site. Use the number and title of the ALA Issues as given above when posting your review. Post both Issues together, one simply following the other in the same document, on July 12, Use the number and title of the issue given above.

Both issue discussions should be a review of the history, key issues, personalities, current conflicts, and likely future trends as reflected by ALA. Explore and read all sections of the course textbooks (IFM 2015 and History IFM 2015) pertaining to your issues. Also examine the ALA book publications given in this syllabus as well as the IUPUI Library online databases such as Library and Information Source.

Your review should run 800 to 1,000 words and include accessible references. Post your two reviews together on July 12. See additional information under Discussion 3.

**Discussion 2 (25 points)**
Friday intellectual freedom artifacts (June 30, July 6, 13, 20, 27)

As a seminar, students are primarily responsible for gathering, reporting, analyzing and synthesizing information on various topics. As peers, students are in search of insights from overarching principles and issues. Items we have for gaining insight are the artifacts of the field, and we will need to move through them as efficiently as possible in a short summer session.

This seminar will involve frequent sharing of information concerning the history, principles and practices relevant to intellectual freedom. Much of the literature for this class comes from the American Library Association (ALA). There are certainly many artifacts that humans in a wide spectrum of study have established (policies, opinions, philosophies, regulations, publications, technologies, guidelines, barriers, and more) in addition to those from ALA. We will learn about some key artifacts quickly, through shared reporting.

By midnight on five Fridays during the second summer session, each student is expected to post information of their choosing on two of the ten given artifact terms. Each post should be 300 to 400 words and documented. Students may build on their postings from one week to the next. Each student may link postings to different or to the same term each Friday.

Each student may also submit artifact postings in response or as a reply to another classmate’s previous posting. The new artifact description may serve to confirm, counter, or conflict with the original posting. These replies are expected to be courteous and constructive, and may illustrate differences of opinion, but not serve to spark debate. The exercise is intended to inform us as factually as possible, including different viewpoints, but not to trigger arguments that consume time.

Artifacts may involve historical events, current events, terms, quotations, documents, and many other human made items or expressions. The objective is, as a group of learners, to quickly increase our group’s knowledge of events, personalities and trends relevant to intellectual freedom in the library and information science field.
The ten terms for this exercise will be drawn from the “Glossary of Terms” compiled by Candace Morgan and provided in Appendix 1, pages 247 – 255, (IMF 2015). Two discussions should be posted by each student each week before midnight Friday, June 30 and during the month of July. Points will accumulate each week with 25 being possible by the end of the course. Late postings can reduce the overall point total for the exercise at one point reduction per week late.

The terms we will explore this semester are:
- Request for reconsideration
- Expurgation
- Fair use
- FERPA
- Filtering software
- Harmful to minors
- Privacy
- Public forum
- USA PATRIOT Act
- Viewpoint-neutral restrictions

Rubrics
The student has selected documentation of an event, personality, policy, or other artifact concerning intellectual freedom and has linked it in a 300 – 400 word posting to one of the ten artifacts given for exploration. The student posts two artifact descriptions each Friday, across five Fridays during the semester.

Descriptions and linked associations of the intellectual freedom artifacts serve to expand, clarify or elaborate on the meaning of the artifact. The student obtains information on artifacts from professional and other authoritative literature.

Discussion 3 (25 points)
Intellectual freedom issues (July 12)
Post both issues together and providing the number and title for each as listed above for selection and assignment of issues.

Topics for inquiry are based on Issues given in the ALA IFM and have been divided into minor issues and major core principles. Such is based on the amount of history and documentation provided in the textbooks and in the professional literature. A minor issue can certainly be as important as a major principle, but it will usually have far less documentation with which to explore its history, evolution, conflicts and comprises, current events and future trends.

The textbooks and manuals will give you a start. The additional online ALA books can expand your initial literature while the IUPUI Library online
databases can greatly broaden the information content you have to
document the history and trends of the issues.

Therefore, the root of the information concerning a given issue can be found
in the seminar textbooks, and more extensively through use of virtual
resources, including full text, peer-reviewed journals accessed through the
IUPUI databases. Trade journals and professional association publications
may also be drawn on for reports and policies as long as they can be
accessed by everyone in the course. Websites for public access of such
documents should be provided in your postings. Exploration of the literature
and documentation from the literature should not be limited to the course
textbooks. Each student should show substantial documentation for each
discussion posted.

Rubric
The student has synthesized selected and assigned intellectual freedom
historical and current issues through analysis of documents revised and
updated by the American Library Association.
The student has drawn on the most current ALA documents concerning
intellectual freedom.
The student has examined the historical perspectives and policy evolutions of
key intellectual freedom issues.
The student has selected professional authoritative literature to document
the synthesis of the issues selected and assigned.

Discussion 4 (25 Points)
Major intellectual freedom principles review (July 25)
What is the impact on our libraries?
The major ALA intellectual freedom principles pertain to the core beliefs
which have evolved over years of policy development and practical
application. These are the heart of the ALA profession and define what is
generally accepted as the norm today. This exercise asks each student to
review a portion of these principles through analysis of one core document.

The analysis of the principles should include an introduction, discussion of
the merits of the current principles, and an essay on how on how these
principles are likely to influence practices and policies of libraries in American
society today. The essay should run between 800 and 1,000 words with
accessible documents referenced.

Each student may select one topic from the ALA core intellectual freedom
principles. In preparing for writing this essay the student should read
portions of the ALA Intellectual Freedom Manual (2015) as well as relevant
sections of the History IFM (2015). In addition, the student should draw
documentation from the additional book publications listed in this syllabus and from the IUPUI Library journal databases such as Library and Information Science Source.

Topics pertaining to ALA principles:
Library Bill of Rights
Code of Ethics
Freedom to Read
Libraries an American Value

Rubric
The student has selected one of the given ALA core document and principle topics.
The student has identified the history and evolution of the selected core document and its principles.
The student has written an analysis of the impact of selected ALA core intellectual freedom principles on the current practices of libraries in American society.
The student has referenced relevant and autoreactive resources, and has acknowledged information drawn from postings contributed by classmates.

Final Assignment (25 Points)
Synthesis & Evaluation (August 6)
What is the impact on your likely career?

Each student is assigned the task of identifying a professional position they hope to hold in the next ten years. Open the evaluation and synthesis with a brief description of that position, likely staff and peer professional with whom they work. Within 1000 and 1500 words synthesize from your readings this semester and from the postings your classmates have shared to summarize the key intellectual freedom issues and principles that will pertain to your profession. Close your essay with a 400 to 600 word discussion in which you evaluate the merits and shortcomings of how ALA addresses the intellectual freedom issues librarians and other educators face today. In addition to referencing the textbooks and literature, also acknowledge information or insights provided by specific classmates.

Rubric
The student has described a reasonable professional position he or she is likely to hold during the coming ten years.
Drawing from the intellectual freedom issues discussions posted by classmates during the semester, the student will synthesize how those issues are likely to impact the student’s career over the coming decade.
The student will summarize the merits and short-comings of ALA in
addressing the intellectual freedom issues the student has synthesized. Relevant and autoreactive literature, accessible to the instructor, is used by the student to document the essay. The student may draw on information posted by classmates during the semester and give proper acknowledgement to that classmate’s contribution.

STUDENT LEARNING OUTCOMES

Upon completing this course, students will be able to:

• Synthesize documentation on the historical development of intellectual freedom and how that development impacts the library and information science profession today.
• Critique key attempts by ALA to address challenges that have emerged and continue to evolve in our society.
• Analyze various positions on issues related to intellectual freedom.
• Investigate how to understand laws that affect the information industry.
• Compare and contrast the political aspects and core principles of intellectual freedom.
• Evaluate the concept of access to information for all.

Principles of Graduate and Professional Learning (PGPL)

Graduate students in professional graduate level programs on the IUPUI campus will demonstrate the following abilities:

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

MLS PROGRAM OUTCOMES

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

1. Approach professional issues with understanding
   o Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   o Anticipate emerging trends and respond proactively
2. Assist and educate users
1. Analyze and identify the information needs of diverse communities of users
2. Educate users and potential users to locate, use, and evaluate information resources and tools
3. Analyze and evaluate information systems and services in a variety of settings
4. Develop and manage collections of information resources
   - Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   - Manage, evaluate, and preserve physical and virtual collections of information resources
   - Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
5. Manage and lead libraries and other information organizations
   - Perform basic managerial functions, including planning, budgeting, and performance evaluation
   - Communicate effectively to a variety of audiences
   - Apply theories of organizational behavior and structure
6. Represent and organize information resources
   - Understand and apply principles of representation and organization
7. Use research effectively
   - Design, conduct, interpret, and take action based upon research and evaluation
8. Deploy information technologies in effective and innovative ways
   - Implement and evaluate information and communication technologies for efficiency, usability, and value to users

**ALA MLS COMPETENCIES**

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

**Foundations of the Profession**

1A. The ethics, values, and foundational principles of the library and information profession.
1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
1C. The history of libraries and librarianship.
1D. The history of human communication and its impact on libraries.
1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies.
1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
1G. The legal framework within which libraries and information agencies operate. That framework includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., the Americans with Disabilities Act), and intellectual property.
1H. The importance of effective advocacy for libraries, librarians, other library
workers, and library services.
1J. The techniques used to analyze complex problems and create appropriate solutions.
1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Organization of Recorded Knowledge and Information

3A. The principles involved in the organization and representation of recorded knowledge and information.
3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources.
3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

Technological Knowledge and Skills

4A. Information, communication, assistive, and related technologies as they affect the resources, service delivery, and uses of libraries and other information agencies.
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.
4C. The methods of assessing and evaluating the specifications, efficacy, and cost efficiency of technology-based products and services.
4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.

Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to
individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.
5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

Research

6A. The fundamentals of quantitative and qualitative research methods. 6B. The central research findings and research literature of the field.
6C. The principles and methods used to assess the actual and potential value of new research.

Continuing Education and Lifelong Learning

7A. The necessity of continuing professional development of practitioners in libraries and other information agencies.
7B. The role of the library in the lifelong learning of patrons, including an understanding of lifelong learning in the provision of quality service and the use of lifelong learning in the promotion of library services.
7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies.
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Administration and Management

8A. The principles of planning and budgeting in libraries and other information agencies.
8B. The principles of effective personnel practices and human resource development.
8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.
8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.
8E. The concepts behind, issues relating to, and methods for, principled,
transformational leadership.

**GRADING SCALE**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 96.0%</td>
</tr>
<tr>
<td>A-</td>
<td>96.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>87.0 % to 84.0%</td>
</tr>
<tr>
<td>B-</td>
<td>84.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>77.0 % to 74.0%</td>
</tr>
<tr>
<td>C-</td>
<td>74.0 % to 70.0%</td>
</tr>
<tr>
<td>D</td>
<td>70.0 % to 67.0%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0 % to 64.0%</td>
</tr>
<tr>
<td>D-</td>
<td>64.0 % to 61.0%</td>
</tr>
<tr>
<td>F</td>
<td>61.0 % to 0.0%</td>
</tr>
</tbody>
</table>

**Grade Allocation**

Short Essay and Synthesis 50%
Long Essay and Evaluation 50%

**Official DLIS Grade Descriptions**

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

Note that to satisfy a core requirement, the grade must be B- or above. For electives, the grade must be C or above (and maintain an overall GPA of 3.0 or above).

**Incompletes**

Incompletes are only available when unexpected events prevent completion of the course requirements in the usual time frame. No student with multiple incompletes may register for additional courses. Left unchanged, an Incomplete automatically becomes an F after one year.

**COURSE EVALUATION POLICY**

Course Evaluation Policy: Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed through Canvas. Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student. A course evaluation must close before the grade for that course can be released. To ensure students have had ample opportunity to complete the evaluation, an uncompleted course evaluation could delay the release of the grade for up to a week.

**Email**

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

Disabilities Policy

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Visit Adaptive Educational Services (AES) for more information.

Administrative Withdrawal

A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

IUPUI Mission Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to
serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.