COURSE DESCRIPTION

"There is nothing either good or bad, but thinking makes it so."
William Shakespeare
Hamlet, 1602

Official catalog description

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

Instructor's approach

This course is centered on topic-based readings, student discussion, and relevant written assignments. Emphasis is on discussion and articulation of concepts covered in our study of intellectual freedom, and the instructor will participate to an extent in the discussions, as necessary. 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.

Prerequisites

S401, S501, S502, S503 or consent of instructor
Required textbook(s)


Any additional readings are available online via web or IUPUI university databases (Use EbscoHost Academic Search Premier).

**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. However, students are encouraged to e-mail or arrange a Canvas chat, Canvas conference, or Zoom session with the instructor at any time. You will also be able to communicate with all students in the class and the instructor via Canvas Discussions.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the weekly tasks on time, which is your attendance. If you believe you will not be able to complete a task for a certain reason (because things do happen in your lives), contact me ahead of time via Canvas mail.

**Deliverables**

You are responsible for completing each deliverable (e.g., task) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus. In fairness to the instructor and students who complete their work on time, a grade on a late deliverable shall be reduced at the discretion of the instructor.

**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.

**Format**

The seminar approach is the basis for this class; it is not a lecture-based course. The class is designed around multi-part tasks, two per task period (an assignment and a discussion), each one based on an individual segment of our overall topic. In this approach, the emphasis is on the reading of the assigned documents and the
completion of tasks. The instructor provides guidance in the choice of materials and the monitoring of the discussions, along with the feedback on the tasks.

You will also be responsible for a final paper.

Our Summer II semester must be treated as a full semester but will necessarily be concentrated because of the brief time we will be able to work and maintain contact.

**Assignments**

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.*

**Discussion Postings**

You will participate in online discussions in order to demonstrate how you are making connections between the concepts you cover in class and the issues that may affect your profession.

To complete a Discussion, you will be expected to submit at minimum one initial original posting and one response to another posting. Your original posting will be prompted by my instructions within the Assignment itself. The Discussions will be opened when the previous week's Discussions are closed.

You will see no other work until after you have posted yours, and once posted it can't be edited but you are allowed to add clarification, answer questions, etc.

Everyone should have read the related materials prior to posting. Your entry should cause classmates to think, react, investigate, or question. Do not simply rehash or repeat the class materials.

For your response to another student's posting, you need to have a positive or other (questioning, opposing, etc.) reaction. In the early stages of a discussion, there will be less chance to simulate a real conversation (that is to be expected), but as students begin to do their original posting and also respond to others, you need to take all conversations into account (i.e., read all postings before posting).

Concise, on-target postings that demonstrate interaction with the messages from other classmates are expected.

Quality postings are more critical than quantity of postings (after the minimum of two per Discussion). Grades will be impacted if the entries are bunched at the end of the assignment period, which minimizes the function of the discussion.

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 lecture, 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"). And 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").

Please do not disregard the different word counts indicated for discussion posts/responses.

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 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.

Final Paper

You will gain further, in-depth information about an intellectual freedom topic of your choice.

Your paper should be on a topic covered in class; however, it should provide more depth on the topic than what was addressed by the lesson materials and Discussions. You must be able to relate the topic to your position as a librarian or information professional. Your paper should be maximum 4 pages, single-spaced, and submitted via file upload in Canvas Assignments. The paper will be evaluated on the depth and scope of the topic coverage, and breadth and depth of supporting resources.

Please use APA style and cite your sources, use correct grammar and complete sentences, and proofread before submitting your final paper. Students are expected to express themselves clearly, to use standard English syntax and grammar in written contributions to the class, and to cite their sources. Points will be taken off for work that does not use standard English syntax and grammar, does not cite sources, or is turned in late.

Because this is a graduate seminar, papers citing only websites will not be acceptable unless prior approval is received from me due to paper topic. Full-text online journal articles are not considered websites. You will upload this file, as per instructions in the Canvas task description.

Schedule

The syllabus indicates what we cover for a particular date session and what is due at the end of the session. Discussions will not be graded until the period is complete. You can hand in your assignments or final paper early if you are done, of course, but work handed in early is considered ready to be graded unless otherwise specified or arranged.

COURSE OUTLINE

Period 0

Task 0: 1pt, due June 27
Introductions

Period 1: June 26 - July 2

Task-1A: 6pts, due June 28
Part I: Intellectual Freedom and Libraries
1: What Is Intellectual freedom?
Defining and understanding intellectual freedom conflicts in a variety of settings.
2: Core Intellectual Freedom Documents of the American Library Association

Task-1B: 6pts, due July 1
Part I: Intellectual Freedom and Libraries
3: Creating Intellectual Freedom Policies for your Library
Establishing your responsibility to meet the information needs of your community or users.
4: The Right to Receive Information
Understanding the right to receive information and First Amendment rights.

Period 2: July 3 - July 9

Task-2A: 6 pts, due July 6
Part II: Intellectual Freedom Issues and Best Practices
1: Access to Library Resources and Services
Investigating access to information. Libraries as a designated or limited public forum and user-behavior rules.

**Task-2B: 7 pts, due July 8**
Part II: Intellectual Freedom Issues and Best Practices

2: Censorship, Challenged Resources, and Internet Filtering

Appraising resources and collections; responding to challenges. Censorship and the law.

**Period 3: July 10 - July 16**

**Task-3A: 6 pts, due July 12**
Part II: Intellectual Freedom Issues and Best Practices

3: Children and Youth

Appraising the situation of library-resource access for children and youth. First Amendment rights for minors.

**Task-3B: 7 pts, due July 15**
Part II: Intellectual Freedom Issues and Best Practices

4: Collection Development and Management

Selecting approaches to collection development. The issues of weeding and denying information.

**Period 4: July 17 - July 23**

**Task-4A: 6 pts, due July 19**
Part II: Intellectual Freedom Issues and Best Practices

5: Copyright

Distinguishing copyright issues in a library or information organization. Differentiating between intellectual freedom and intellectual property.

**Task-4B: 7 pts, due July 22**
Part II: Intellectual Freedom Issues and Best Practices

6: Meeting Rooms, Exhibit Spaces, and Programs

Determining the use of library space for various groups and functions. Understanding the law and meeting room space/exhibit space.

**Period 5: July 24 - July 30**

**Task-5A: 8 pts, due July 26**
Part II: Intellectual Freedom Issues and Best Practices
7: Privacy and Confidentiality
Questioning our approach to personally identifiable information.

**Task-5B: 8 pts, due July 29**
Part II: Intellectual Freedom Issues and Best Practices

8: Visits and Requests from Law Enforcement
Appraising law-enforcement requests for records and information. Determining the responsibilities of the information organization.

**Period 6: July 31 - August 6**

**Task-6A: 8 pts, due August 2**
Part II: Intellectual Freedom Issues and Best Practices

9: Workplace Speech
Supporting policies for free speech in the workplace. First Amendment rights in the workplace.

**Task-6B: 8 pts, due August 5**
Part III: Advocacy and Assistance

1: Communicating about Intellectual Freedom
Identifying the audience and developing the message to disseminate information concerning intellectual freedom.

2: Where to Get Help and Get Involved
Knowing your resources on the local or national level. Identifying sources of support and assistance.

**Task-6C: 14 pts, due August 6**
Final paper

**STUDENT LEARNING OUTCOMES**

Upon completing this course, students will be able to

- Identify the historical development of intellectual freedom and how that development impacts the library and information science profession today.
- Critique challenges that have emerged and continue to evolve in our society.
- Support your positions on issues related to intellectual freedom.
- Investigate how to evaluate laws that affect the information industry.
- Critique the political aspects of intellectual freedom.
- Defend the concept of access to information.
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
   - Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   - Anticipate emerging trends and respond proactively
2. Assist and educate users
   - Analyze and identify the information needs of diverse communities of users
   - Educate users and potential users to locate, use, and evaluate information resources and tools
   - Analyze and evaluate information systems and services in a variety of settings
3. Develop and manage collections of information resources
   - Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   - Manage, evaluate, and preserve physical and virtual collections of information resources
   - Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
4. Manage and lead libraries and other information organizations
   - Perform basic managerial functions, including planning, budgeting, and performance evaluation
   - Communicate effectively to a variety of audiences
   - Apply theories of organizational behavior and structure
5. Represent and organize information resources
   - Understand and apply principles of representation and organization
6. Use research effectively
   - Design, conduct, interpret, and take action based upon research and evaluation
7. Deploy information technologies in effective and innovative ways
   - Implement and evaluate information and communication technologies for efficiency, usability, and value to users
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.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (verbal and written).
1K. Certification and/or licensure requirements of specialized areas of the profession.

Information Resources

2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
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:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C-</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
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</tbody>
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Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

## Incompletes

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: [IUPUI Registrar: Incompletes](#)

## 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. Learn more at IUPUI Registrar: Withdrawal policy

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.

STUDENT CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at IU Student Code of Conduct

All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association).To detect plagiarism instructors apply a range of methods, including Turnitin.

Academic Misconduct:
1. Cheating: Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

1. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

2. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

3. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.

4. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

5. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

6. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

7. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

8. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

1. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

2. A student must give credit to the originality of others and acknowledge indebtedness whenever:
   1. directly quoting another person’s actual words, whether oral or written;
   2. using another person’s ideas, opinions, or theories;
   3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   4. borrowing facts, statistics, or illustrative material; or
   5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment

3. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not
limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

4. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

5. Facilitating Academic Dishonesty: A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

IUPUI COURSE POLICIES

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

Email

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

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

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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.