Course Syllabus
LI827XU

Preservation Strategies
Summer Semester 2015

Faculty: Randy Silverman
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Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: 5/29-30; 7/10-11

Important Dates for Summer 2015

5/18 First Day of Class     5/25 Memorial Day (ESU Closed)     5/26 Last Day to Add/Drop
7/1 Last Day to Withdraw    7/3 Independence Day (ESU Closed)    8/7 Last Day of Classes
8/11 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

This course introduces the strategies, techniques, processes, and applications involved in the preservation of library materials. Students learn the history of the production of library materials; the causes of physical and chemical deterioration; the accepted approaches to conservation; and preventive measures such as environmental control, proper handling of materials, and effective approaches to disaster preparedness and response. *(Approved 3/9/2015)*

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understand preservation vocabulary.</td>
<td>2</td>
<td></td>
<td>2A, 2B, 2C, 2D</td>
</tr>
<tr>
<td>2 Explain collections care and ethical treatment for library and archival materials.</td>
<td>2, 5</td>
<td>3</td>
<td>2D</td>
</tr>
<tr>
<td>3 Describe major causes of deterioration of library and archive materials.</td>
<td>2</td>
<td></td>
<td>2C, 2D</td>
</tr>
<tr>
<td>4 Describe collection assessment and evaluation strategies.</td>
<td>2</td>
<td></td>
<td>2B, 8C</td>
</tr>
<tr>
<td>5 Describe resources on the preservation of library and archive collections</td>
<td>2, 4</td>
<td></td>
<td>2D</td>
</tr>
<tr>
<td>6 Define components of a comprehensive preservation plan.</td>
<td>5, 6</td>
<td></td>
<td>2D, 8A</td>
</tr>
<tr>
<td>7 Execute a disaster plan for libraries and archives.</td>
<td>2, 3</td>
<td>2</td>
<td>2D, 8A</td>
</tr>
<tr>
<td>8 Understand the fundamentals of sustaining digital collections</td>
<td>2, 4</td>
<td></td>
<td>4C, 4D</td>
</tr>
</tbody>
</table>

*Approved 8/26/2014*

Instructor Contact Information

**Office Hours**

Due to our geographic separation, student-teacher contact will mostly be by e-mail or telephone, although I’m happy to meet one-on-one by appointment if you are going to be in Salt Lake City.

w. (801) 585-6782 / h. (801) 487-6970
Required Readings

The following required and suggested readings provide an introduction to this course. The textbooks (Baker, NEDCC, and Nichols and Smith) are to be read before the first class meeting. Additional reading should be culled from supplementary sources that follow, as possible. Many of the audio visual materials described in the syllabus will be shown in class, so putting an emphasis preparatory reading is preferable to ordering and watching the videos.

Required Texts (to be read by the first class meeting) — A single text book that provides a broad introduction to the field of library preservation is very difficult to identify. Readings from a number of sources are therefore required to gain a broad overview of the subject. This semester we will use three books as required readings: one deals with the hubris of dogmatic behavior; the second deals with standard approaches to library and archives preservation problems; and the third provides an argument for the importance of original material in research libraries (two of the three are available without charge as web documents; the third can probably be procured on the out-of-print market).

The first is quite controversial among some librarians and preservation professionals (many have an opinion about it although few can claim to have actually read it!). The book takes the position that national preservation practices, especially during the past couple of decades, resulted in a significant loss of historical material.

Required Reading #1


*Double fold* was the 2001 National Book Critics Circle Award winner for general nonfiction. (Founded in 1974, The National Book Critics Circle consists of nearly 700 active book reviewers, interested in communicating with one another about common concerns, annually presenting an award for the best book in five categories: fiction, general nonfiction, biography/autobiography, poetry, and criticism). This is a very well written and researched text (a real page turner!) that I hope you’ll enjoy.

The second required reading is a series of leaflets developed over the years by the Northeast Document Conservation Center (NEDCC) for their institutional clients to answer commonly-asked preservation questions. There is no requirement to purchase this material as each can be accessed online and downloaded at:

Required Reading #2

Northeast Document Conservation Center Preservation Leaflets.

[http://www.nedcc.org/resources/leaflets.list.php](http://www.nedcc.org/resources/leaflets.list.php) There are 58 leaflets, so this is going to require a serious commitment.

The third required reading is an argument concerning the need to preserve material in original format to support the long-term research needs of scholars.
Required Reading #3


**Recommended Readings**

Now, on to the suggested readings.

Canadian Conservation Institute, Ten Agents of Deterioration

Next is a very authoritative text I would recommend that resulted from a long-range planning study conducted for the National Archives. While now a bit dated, the systematic approach used by the National Research Council produced an excellent, authoritative piece of work.


A solid, although brief, bracing on the history of the book can be found in:


The next two are basic introductions to preservation principles applicable to the wide range of objects that comprise our material culture. They were developed recently as references for the general public, and while the first is the more technical of the two, I think either will give you a good sense of the general issues:

Landrey, Gregory J. [et al.], *The Winterthur guide to caring for your collection* (Winterthur, DE: Henry Francis du Pont Winterthur Museum, 2000). This book can be ordered directly from Winterthur Museum Book Store for $17.95 by calling 800-448-3883 and asking to be transferred to the Book Store.


A better although denser text on the history of the book, and one well worth reading in place of the Kilgour text is:


General information related to library preservation can be found at the following on-line sources:
Preservation 101: An Internet Course on Paper Preservation

Eight modules that include self-testing quizzes, this very well designed online tutorial covers archiving; environmental, biological, and mechanical causes of deterioration; cleaning and tools of the trade; planning for emergencies; specifics on storage and care of photographic images; and organizing a preservation program. Also included is a glossary of terms, basic care and handling guidelines, and an annotated guide to further sources, both hard copy and online. Copyright 2002 by Librarians’ Index to the Internet, lii.org.

American Institute for Conservation of Historic and Artistic Works (AIC)
http://www.conservation-us.org/

AIC Conservation Wiki

Northeast Document Conservation Center (NEDCC)
http://www.nedcc.org/home.php

Image Permanence Institute (IPI)
https://www.imagepermanenceinstitute.org/

Graphics Atlas
http://www.graphicsatlas.org/

The Institute of Conservation (ICON)
http://www.icon.org.uk/

Canadian Conservation Institute (CCI)

International Institute for Conservation of Historic and Artistic Works (IIC)
http://www.iiconservation.org/

Bibliographic Database of the Conservation Information Network (BCIN)
http://www.bcin.ca/English/home_english.html

AATA Online: Abstracts of International Conservation Literature
http://aata.getty.edu/Home

Conservation OnLine (CoOL)
http://cool.conservation-us.org/

Conservation DistList Archives (Listserve)
An excellent resource related to the history of paper, bookbinding, and printing techniques is G. Thomas Tanselle’s Introduction to Bibliography syllabus available for free downloading in its 370-page entirety at:
http://www.rarebookschool.org/tanselle/syl-B-complete.090302.pdf

Suggested Course Readings

The readings listed in the course outline below provide further bibliographic suggestions related to specific areas of the course outline. You may choose to investigate these as your curiosity dictates and as time allows. The audiovisual material listed will be shown in class (as possible).

Session 1 — Course Overview and Introduction

Introduction to library preservation. Course outline and student/teacher expectations.

Preparatory Reading


Audiovisual (some of the audiovisual material will be shown in class)


Session 2 — Environmental Control and Preventive Conservation

Temperature, relative humidity, and light. Environmental monitoring equipment. Insects and biological pests.


**Session 3 — Understanding Papermaking History**


**Preparatory Reading**


**Audiovisual** (to be shown in class)


*Overview, paper, sawmill, sheater* [videorecording], (Boise Paper Solutions). (University of Utah Marriott Library call number V-Cass TS1105 .O84).

**Practicum**

Examples of modern handmade and machine made papers will be used to illustrate grain direction. A demonstration of the swelling characteristics of machine vs. hand made paper will be given.

**Session 4 — Paper Conservation**

Conservation treatment options including cleaning, mending, single item alkalization, and mass deacidification. Reversibility and other considerations in paper conservation.
Preparatory Reading


Audiovisual (to be shown in class)

Yoshi Nishio. Hidden Grapes: Conservation of Grapevine Screens. DVD

Session 5 — Understanding Books

An overview of the history of books during the past 1,800 years and some of the noteworthy contributors (papermakers, printers, illustrators, typographers, bookbinders, and designers) who are responsible for this evolution. A good, brief introduction to this history is:


A better book, though more demanding, is:

**Book History Online**, an international bibliography of the history of the printed book and libraries is designed, managed, maintained and published by the Koninklijke Bibliotheek, National Library of the Netherlands, in cooperation with national committees in countries all over the world. [http://www.kb.nl/kb/bho/index2.html](http://www.kb.nl/kb/bho/index2.html)

**Session 5 / a — Manuscript Books (c. 200-1450)**

Manufacture and distribution of illuminated manuscript books in Europe, 7th-16th centuries. Scribes and illuminators, techniques for manufacturing ink and vellum, and an overview of a millennium of manuscript book owners will be discussed.

**Preparatory Reading**


**Audiovisual (to be shown in class)**


*The history of writing* [videorecording 15 min.], Technology in our world series/ adapted by AIT from Video Library of Science (Bloomington, IN : AIT, c1994). (University of Utah Marriott Library call number V-Cass P 211 H58 1994).


The parchment makers: An ancient art in present-day Ethiopia (Grand Haven, Mich.: Sola Scriptura, 2000), videocassette (VHS format, 19 min.) : sd., col. 1/2 in./co-directed by Neal W. Sobania and Raymond A. Silverman; Produced by the Scriptorium: Center for Christian Antiquities, in cooperation with Hope College and Michigan State University. (University of Utah Marriott Library call number V-Cass TS 1165 P37 2000).


Session 5 / b — The Hand-Press Period (c. 1450-1800)

The role of the printed book from the Renaissance through the Enlightenment.

Preparatory Reading


J. Hewit & Sons Ltd., an English leather producer, publishes *Skin Deep*, which covers issues related to leather tanning and modern hand book making at: [http://www.hewit.com/skindeep.htm](http://www.hewit.com/skindeep.htm)


Smith, Margaret M., “The design relationship between the manuscript and the incunable,” in Robin Myers and Michael Harris, (eds.), *A millennium of the book : Production, design and illustration in the manuscript and print, 900-1900* / (Winchester : St. Paul's Bibliographies ; New Castle, DE : Oak Knoll Press, 1994), 23-44.

Audiovisual (to be shown in class)


Session 5 / c — The Machine-Press Period (c. 1800-2000)

The growth of publishing and periodicals; stereotyping; steam-powered, iron printing presses; book sellers; social change.

Preparatory Reading


“Aspects of the Victorian Book” is an informative website at http://www.bl.uk/collections/early/victorian/intro.html

Barnes, James J., Authors, publishers, and politicians: The quest for an Anglo-American copyright agreement, 1815-1854, (Columbus: Ohio State University Press, 1974).


Penguin Books has a website containing a history of that extremely influential company’s paperbacks at: http://www.penguin.co.uk/static/packages/uk/history/index.html (then go to, “about Penguin,” in the upper menu bar, and then to “company history” in the links.

Research Society for American Periodicals is an interdisciplinary organization of scholars interested in American magazines and newspapers, and maintain a Website at: http://home.earthlink.net/~ellengarvey/index1.html

Audiovisual (to be shown in class)


The penny press in America: The first mass medium [videorecording 23 min.], produced by Dr. Laurence Jankowski ; (Golden, CO : Instructional Video, 1998). (University of Utah Marriott Library call number V-Cass PN 4864 P45).


Session 5 / d — Typography

Type design and manufacture from Gutenberg to the present.

Preparatory Reading


Session 5 / e — Image as Text

Dominance of images, ancient and modern. Identifying illustration processes, including manuscript illumination; wood block (relief); engraving (intaglio); lithography (planographic); photographic; and photo-mechanical reproduction. Development of graphic design and the changing roles of women.
**Preparatory Reading**


*Graphic design in America: A visual language history*, foreword, Caroline Hightower; introduction, Mildred Friedman; essays, Joseph Giovannini ... [et al.] ; interviews, Steven Heller (Minneapolis : Walker Art Center ; New York : Abrams, 1989).


"Presenting the art and science of albumen printing, this [searchable] site brings together 19th Century technical instruction, contemporary research, an online forum for conservation treatment and a wealth of images." The Library contains primary source material topically arranged. Science explores how the prints were made and how they are affected by the environment. Technology discusses their history. The Gallery contains a collection of nearly 150 of the prints. There is also a Video demonstration of the process in the making of the prints and a discussion Forum.

Audiovisual (to be shown in class)

Printmaking processes [videorecording 24 min.] / a production of The Minneapolis Institute of Arts ; director, Evan M. Maurer ; producer, Jim Ockuly (Minneapolis : The Minneapolis Institute of Arts, 1998). (University of Utah Marriott Library call number V-Cass [On Order]).


Session 5 / f — Bookbinding

Brief overview of the bound codex 4th - 21st centuries. Also, recognizing material culture in the open stacks, from publishers’ cloth bindings to dust jackets.

Preparatory Reading


**Practicum**

“Judging the Book by its Cover,” pre- and post-test to determine the date of production of ten bookbindings (c. 1830-1915) based on physical evidence.

**Session 6 — Library Binding**

Different types of commercially available bindings and their appropriate application to repair of circulating library collections.

**Preparatory Reading**


McCready, Ellen, “Preserving inner margins in the library bindery,” *Abbey newsletter* 3 (no. 3, September, 1979), 29-34.


**Audiovisual** (to be shown in class)


**Session 7— Book Repair**

Terminology, techniques, and when and where to apply what.
Preparatory Reading


Audiovisual (to be shown in class)


Preparatory Viewing (use the following as a references as needed)


*Preservation and conservation: Basic preservation techniques for libraries and archives*, [videorecording, 70 minutes], (Baltimore, MD: Johns Hopkins University, 1987).

Session 8—Book Conservation

Book conservation techniques, ethical considerations, and locating reputable conservators.

Preparatory Reading


Audiovisual (to be shown in class)


*Zentrum fur Bucherhaltung, Service Centre for Stock Preservation* [power point presentation]

Practicum

A tour of a local conservation facility will be scheduled as possible.
Session 9—Photographic Media

Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for photographic material.

Preparatory Reading


The Film Preservation Guide: The Basics for Archives, Libraries, and Museums
http://www.filmpreservation.org/preservation/film_guide.html


Session 10 — Magnetic and Digital Media

Overview of the major historic photographic processes, significant deterioration problems, and housing considerations for non-print media.

Preparatory Reading

Byers, Fred R. Care and Handling Guide for the Preservation of CDs and DVDs, a guide for librarians and archivists (a CLIR and NIST joint project, NIST Special Publication 500-252, May 2003), available from the National Institute of Standards and Technology as a pdf file (52 pages) or a quick, one-page reference guide at:


Palm, Jonas, “The digital black hole,” (Director, Head of Department of Preservation, Riksarkivet/National Archives, Stockholm, Sweden) http://www.tape-online.net/docs/Palm_Black_Hole.pdf

*Playback: a preservation primer for video*, (San Francisco: Bay Area Video Coalition, 1998).


Video Aids to Film Preservation, http://www.folkstreams.net/vafp/

**Audiovisual (this may be shown in class)**


**Session 11 — Selection and Preservation Reformatting**

Decision making when sorting library material for conservation treatment or reformatting. Cooperative preservation microfilming, archival photocopying, and magnetic and optical storage.

**Preparatory Reading**


**Audiovisual (contrasting these two films is very educational; to be shown in class)**


**Session 12 — Care and Handling**

Educating staff and patrons about proper book handling procedures. Book return systems. Storage, security, and exhibits.

**Preparatory Reading**


**Audiovisual**


*Murder in the stacks*, [videorecording]. (New York: Center for Biomedical Communications, College of Physicians and Surgeons, Columbia University, 1987). (Use as a reference as needed).

**Session 13 — Disaster Recovery**

Overview of local, national, and international disasters affecting cultural material. Creating a disaster plan. Recovery techniques for water damaged books, documents and photographs.

**Preparatory Reading**


"Burning Books", a 50-minute documentary film by Knut Jorfald. Made to mark the 10th anniversary of the burning of Bosnia's National Library in Aug. 1992. This film has been shown by IKON on Dutch television (soundtrack in Dutch, English and Bosnian).
Dorge, Valerie, and Sharon L. Jones, (comp.), *Building an emergency plan: A guide for museums and other cultural institutions* (Los Angeles: Getty Conservation Institute, 1999).


Hendriks, Klaus B., & Brian Lesser, “Disaster preparedness and recovery: Photographic materials,” *American archivist* 46, (no. 1, winter, 1983), 52-68.

Iowa Conservation and Preservation Consortium, “Flood Recovery Booklet”
http://www.neirls.org/flood_recovery/contents.html

Michigan State University disaster resources website
http://matrix.msu.edu/~disaster/index.php


**Audiovisual (this may be shown in class)**


**Session 14 — Preservation Administration**

Collection surveys as a means of assessing and prioritizing needs. Methodologies for allotting resources to engender the greatest benefit for the largest number of materials. Institutional politics, state-wide programs, national perceptions, and public education.

**Preparatory Reading**


Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research paper or project</td>
<td>TBA</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Tentative Course Outline

Please see Canvas for the course schedule.

Grading Criteria

Research paper or project: 60% of the total grade (60 points). Evaluation of the research paper or project will be determined by the four evenly weighted categories mentioned above:

1) Relevance of the argument to preservation
2) Interest the topic holds for reader
3) Intellectual strength and evidence of research depth
4) Quality of the mechanics
Participation: 40% of the total grade (40 points). Evaluation of participation will be determined by four evenly weighted categories:

- Demonstrated knowledge derived from reading
- Demonstrated class participation
- Demonstrated respect for fellow classmates and overall responsibility
- Timeliness in meeting assignments

### SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>96 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
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<tr>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>69</td>
<td>F</td>
</tr>
</tbody>
</table>

### SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

### SLIM Attendance Policy

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.
SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: http://www.emporia.edu/regist/trnsept/grades.html).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu