Course Syllabus

LI801XR

Foundations of Library and Information Science

Spring Semester 2016

Faculty: Robin F. Kurz
E-mail: rkurz@emporia.edu
Primary Phone: (620) 341-5069
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 1/20
Weekends 1/29-30; 3/11-12

Important Dates for Spring 2016

1/20 First Day of Class
4/6 Last Day to Withdraw and receive “W”
5/6 Last Day of Classes
5/17 Final Grades Due
2/2 Last Day to Add/Drop
2/2 Last Day to Withdraw with full refund
5/14 Commencement

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
An introduction to information agencies and professions, this course examines the philosophical and ethical underpinnings, roles and societal contexts, and current issues of the global information society. Students explore the role of information in society, change as reflected in paradigm shifts, the theory and processes of information transfer, and the characteristics of information professionals and professional practices. **(Required) Recommended for all new MLS students in their first semester. (Approved 11/9/2011)**

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 Describe the missions and values of libraries and information organizations from past to present.</td>
<td>1</td>
<td>1</td>
<td>1A, 1B, 1C, 1D</td>
</tr>
<tr>
<td>2 Identify and discuss current and developing issues in library and information management taking into account a variety of political, economic, technological, and social forces.</td>
<td>1, 7</td>
<td></td>
<td>1E, 1F, 1G</td>
</tr>
<tr>
<td>3 Explain and apply the information life cycle.</td>
<td>1</td>
<td></td>
<td>2A</td>
</tr>
<tr>
<td>4 Demonstrate knowledge of the basic principles of information ethics and the ability to apply a model for ethical decision-making.</td>
<td>1</td>
<td>3</td>
<td>1A</td>
</tr>
<tr>
<td>5 Identify and integrate personal values, beliefs, and behaviors with core tenets of the library and information management profession.</td>
<td>1, 7</td>
<td>1</td>
<td>1A, 7A</td>
</tr>
<tr>
<td>6 Develop a vision of professional service and demonstrate adaptability and openness to new ideas</td>
<td>1, 7, 8</td>
<td>1</td>
<td>1A, 1B</td>
</tr>
<tr>
<td>7 Work effectively and collaboratively with others, online, one-to-one, and in large and small groups.</td>
<td>7, 8</td>
<td></td>
<td>1J</td>
</tr>
</tbody>
</table>

Approved 11/9/11

Instructor Contact Information
My office hours for the spring 2016 semester are on Wednesdays between 9:00 am and 11:30 am CT and between 5:30 pm and 8:00 pm CT (via email, telephone, or Zoom) and by appointment.
My office hours are set aside exclusively for communicating with you; however, please feel free to contact me at any time through any means. During office hours, I will be more likely to respond immediately. During other times, I will make every effort to respond within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as possible. I do reserve the right not to respond to communications during evening hours or on the weekends (outside of office hours).

When emailing from outside of Canvas, please always include the course number (e.g. LI855) in the email subject line, as I will respond more quickly if I realize your email pertains to the course.

You can find me on Twitter at @robinkurz.

Required Readings

Required Textbooks:

Additional required readings will be assigned each week on the weekly to-do list. Each student will also read another book related to the course for discussion within the peer circles and during Weekend #2. Students should anticipate approximately 4 readings per week per student, along with some videos, websites, etc. Not every student will read every article/selection, as some weeks will feature multiple reading assignments to be divided among the peer circle for discussion. Some, but not all, readings are identified below in the Selected Readings and in the Tentative Course Schedule. Full citations will be made available to you through Canvas. I will provide you with copies of readings that are not available to you through the WAW Library's electronic resources. If a reading is available through WAW Library electronically, you will be expected to locate it yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.

Selected Readings:


Learning Activities

This is a highly participatory course; therefore, many of the learning activities center on activities in which you will engage with each other and/or me. Over the course of the semester, every student in the class will facilitate at least one peer group discussion and will be expected to actively engage in every discussion, regardless of role. These activities will be reflected in class participation grades.

Teaching Approach:
In order to achieve the above listed goals and outcomes, I will foster an open, inclusive learning environment that combines occasional traditional lectures with readings, discussions, activities, videos, and interviews with professionals. In exchange for your commitment, I work with you to build a community in which we can all grow through meaningful conversations, both peer/peer and student/faculty. I also allow room for exploration, evolution, and ownership in readings, discussions, and assignments, realizing that individual students will reach the course learning outcomes in different ways and not necessarily in concert with each other. Online class participation is an integral part of the course, and all students are expected to complete all readings and other assignments.

Student Participation:
I place much importance on student ownership of the learning process. Students will contribute to the success of the course through active participation and thoughtful involvement, remaining cognizant of each other’s differences and respectful of differences in age, gender, race, ethnicity, sexual orientation, physical ability, religion, etc. Students should also remain aware of the individuals and groups they will be discussing (either theoretically or actually) and should avoid using terminology that others deem offensive.

From the ESU University Policy Manual: “One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of class student work each week for a minimum of 15 weeks… It is expected that the academic work required of graduate and professional students will exceed 3 hours per credit per week.” Since this is a three-credit hour course, I expect you to spend at the very least 9 hours per week on this course.

Due Date Checklist:
In order to facilitate student participation and active engagement, I will provide a due date checklist during the first week of class. This document, in conjunction with the syllabus, is crucial to a successful semester. While this document will be subject to occasional changes, it provides a detailed, chronological list of course assignments.
# Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s)</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Video</td>
<td>7</td>
<td>1/27</td>
<td>3</td>
</tr>
<tr>
<td>Chats with Robin</td>
<td>All</td>
<td>Weeks 8 &amp; 16</td>
<td>5</td>
</tr>
<tr>
<td>Peer Circles &amp; Blog</td>
<td>All</td>
<td>Blog Throughout Discussions Weeks 8 &amp; 16</td>
<td>30</td>
</tr>
<tr>
<td>Weekend #1 Participation</td>
<td>1, 2, 3, 7</td>
<td>1/29-30 Feedback due 2/6</td>
<td>10</td>
</tr>
<tr>
<td>Weekend #2</td>
<td>4, 5, 6, 7</td>
<td>3/11-12 Feedback due 3/19</td>
<td>10</td>
</tr>
<tr>
<td>Professional Shadowing</td>
<td>2, 6</td>
<td>Feedback due 3/6 Oral overview presented 3/11-12</td>
<td>10</td>
</tr>
<tr>
<td>Information Ethics Case</td>
<td>4, 7</td>
<td>Videos posted by 4/17 Class-wide Q&amp;A 4/24-5/1 Feedback due 5/6</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Throughout Due 3/20 &amp; 5/8</td>
<td>10</td>
</tr>
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</table>

**Intro Video: 3 points**—Link shared in Canvas before Midnight—For this assignment, students will record short videos introducing themselves to the rest of the class. Videos should be approximately 5 minutes in length and include at minimum the information requested in the assignment instructions. Full details will be provided on the first day of class. **Due date—January 27**

**Chats with Robin: 5 points**—Scheduled through Canvas, held live in Zoom—For this requirement, each student will be required to meet with the professor twice during the course of the semester for detailed feedback on progress in the course and professional growth. This will also be the student’s opportunity to receive more meaningful qualitative feedback on specific assignments. **Due date—Weeks 8 & 16**

**Peer Circles and Blog: 40 points**—Completed throughout the semester within assigned groups in real time (chats) and asynchronously through Google Drive and course blog (peer review and blog posts); Final Feedback submitted via Canvas Assignments—During the first class weekend, I will split students into groups (ideally 4-5 students per circle). The students in each group will read all of the readings for their circle and be responsible for rotating facilitation of the required discussions. There will be **FIVE** required discussions over the semester (see tentative course outline below and Due Date Checklist for dates), one each class weekend and three others, each one week long. Students are expected to have read...
all readings and completed all To-Do List activities for that discussion before it begins. Facilitators share questions on/before the first day of discussion week, with the live discussion occurring that week as determined by the group (Zoom, Google Hangouts, etc.). The professor will join Peer Group Discussion #2 or #3 for each group. After these discussions, each peer group will collaborate on blog posts about the insights arising from the discussions that can be shared with the class. Peer groups will also provide peer feedback to their fellow group members for the Accessing Scholarly Publications assignment. Each student will submit final feedback on their peer circle participation using a provided template at the end of the semester. Full details on the requirements for this assignment will be provided during the first class weekend. Due date—Throughout—Final Feedback Due date—May 10

**Weekend #1 Participation: 10 points**—Completed throughout the weekend with required feedback submitted through Canvas Assignments one week later)—Students will be assessed on active individual and group participation during the activities and discussions of the first weekend’s class meetings. These activities and discussions will include the missions and values of libraries and information organizations across time; how political, economic, technological, and social forces influence the field, the information life cycle, and teambuilding. The instructor will also provide an in-depth discussion of several course assignments, including coverage of the Information Ethics Case. Group members will select books for the Weekend #2 class-wide reads. To receive full participation credit, students are responsible for submitting a completed Student Weekend Participation Feedback Template (provided by the instructor) within one week of the completion of the first weekend’s class meetings. Due date—**February 6**

**Accessing Scholarly Publications: 10 points**—Topic approved by LI810 instructor and posted in required Canvas discussion board; paper reviewed within peer circles on Google Drive; Final paper submitted via Canvas Assignments— This assignment has multiple purposes. The assignment will acquaint you with library and information topics and electronic databases. It extends the content of the textbooks and introduces you to current issues, opportunities, and challenges in the field. This assignment will also increase your awareness of research in library and information studies and how theory is used to investigate, solve problems, and improve professional practice. Further, this assignment is an opportunity to learn and practice writing citations following APA rules and to learn to write publication annotations. Students will select their topics in concert with their LI810 instructor and post the approved topic in the specified Canvas discussion board by February 24. Students will work to research their topics and write their annotations until their paper is due to their peer circles for review on March 27. Feedback from the peer circle reviewers (at least 1) is then due back to the student by April 3. Based on the feedback from the peer review, students revise papers and submit the final drafts to the professor via Canvas Assignments by April 10. Full details on the requirements for this assignment will be provided during the first class weekend. Due dates: February 24 (Approved 810 topic posted on Canvas discussion board); March 27 (paper submitted to peer circle for review in Google Drive); April 3 (paper feedback returned from peer circle review); & April 10 (revised paper submitted via Canvas Assignments)

**Weekend #2 Participation: 10 points**—Completed throughout the weekend with required feedback submitted through Canvas one week later)—Students will be assessed on active individual and group participation during the activities and discussions of the second weekend’s class meetings. These activities and discussions will include information ethics and ethical decision making; the core tenets of the profession; professional service; and professional adaptability. Students will present short (~3-minute)
overviews of their professional shadowing experiences. Students will meet to discuss the class-wide reads chosen during Weekend #1. Student groups will also have time to work on their Information Ethics Cases. To receive full participation credit, students are responsible for submitting a completed Student Weekend Participation Feedback Template (provided by the instructor) within one week of the completion of the first weekend’s class meetings. **Due date—March 19**

**Professional Shadowing: 10 points**—Written feedback submitted on required template via Canvas before midnight on March 6 and oral overview presented during Weekend #2. — Each student will be responsible for locating a library or informational management professional (with a MLS/MLIS degree) willing to be shadowed by the student for no less than 2 hours. Any student unable to locate such a professional should contact the professor or the regional director for suggestions. Students will use a required template to provide feedback on the experience and will present a 3-minute overview of the experience during Weekend #2. Detailed assignment instructions and the template will be provided during Weekend #1. **Due dates—March 6 (completed template submitted in Canvas Assignments) & March 11 & 12 (3-minute oral overview)**

**Information Ethics Case: 10 points**—Group video presentations posted in specified Canvas discussion board; individual participation in Information Ethics Case Assignment Q&A discussion board in Canvas; and Individual participation template submitted via Canvas Assignments — Students will work in their assigned peer groups on this assignment. During Weekend #1, each group will be assigned an ethics case to which they will apply Severson's model for ethical decision making in order to develop a solution/decision. The solution/decision and the process by which it was reached will be presented in the form of a 15-20 minutes video (or multiple videos) to be posted in the specified Canvas discussion board by the date below. All students in the class will then view the videos and participate in a required Q&A discussion of the cases on the Information Ethics Case Assignment Q&A discussion board between the dates below. At the conclusion of the process, each student will submit feedback (using a required template) that details individual participation throughout the entire assignment. Detailed assignment instructions will be provided and described during Weekend #1 and groups will have time to work on the assignment during Weekend #2. **Due dates—April 17 (last date for posting video presentations); April 24-May 1 (Q&A Discussions Board participation) & May 6 (Completed individual participation feedback template submitted via Canvas Assignments)**

**Reflective Journal: 10 points**—Submitted in two parts via Canvas before midnight on the dates listed below. — Students will be responsible for maintaining a reflection journal over the course of the semester. Students will write entries responding to that week’s activities, with a minimum of one double-spaced pages per entries. These journal entries will allow students to synthesize and expand upon the course materials. While the reflections in these journals will remain confidential, I will occasionally ask students to choose a paragraph to share in peer circles. Detailed assignment instructions will be provided during the first week of the course. **Due date—First Half—March 20/Second Half—May 8**
# Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction &amp; Course Overview</td>
<td>To-Do List</td>
<td></td>
</tr>
<tr>
<td>1/20-1/24</td>
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</tbody>
</table>
| Week 2:       | The Knowledge Infrastructure                | Rubin 1<br>Selections from Eberhart 4<br>Cohen<br>Dick<br>Lor & Britz<br>To-Do List       | 1/27—Intro Video due<br>1/29-30—Weekend#1<br>Peer Group Discussion #1 | 1/25-1/31
| 1/25-1/31     | The History & Mission of Libraries          | Rubin 2<br>Selections from Eberhart 1<br>Buschman<br>Harris & Hannah<br>Radway<br>Rimland<br>Weigand<br>To-Do List | 2/6—Weekend feedback due | 2/1-2/7
| 2/1-2/7       | The Library as an Institution               | Rubin 3<br>Selections from Eberhart 1<br>Cope & Kalantzis<br>Lance<br>Lyons<br>Mainka, Hartmann, Orsullok, Peters, Stallman, & Stock<br>To-Do List | All-week—Peer Group Discussion #2 | 2/8-2/14
| Week 4:       | The Evolution of the Profession              | Rubin 5<br>Selections from Eberhart 2<br>Josey & Abdullahi<br>Pawley<br>To-Do List         |                                                             | 2/15-2/21
| 2/15-2/21     | The Evolution of the Profession, cont.      | Selections from Eberhart 3<br>Matteson, Chittock, & Mease<br>To-Do List                    | All-week—Peer Group Discussion #3 (including class-wide reads)<br>2/24—ASP topics posted | 2/22-2/28
| Week 6:       | A Service Perspective of LIS                | Rubin 7<br>Selections from Eberhart 6<br>Chu & Honma<br>Cohen<br>Westbrook<br>To-Do List   | 3/6—Professional Shadowing feedback due | 2/29-3/6
| 2/29-3/6      | A Service Perspective of LIS, cont.         | Selections from Eberhart 7<br>Elmborg<br>Pew Research Center (selection)                  | 3/11-12—Weekend #2<br>PS Overviews<br>Peer Group Discussion #4 | 3/7-3/13
<p>| Week 7:       |                                              |                                              |                                                             |
| Week 8:       |                                              |                                              |                                                             |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9:</td>
<td>LIS Values &amp; Ethics</td>
<td>Rubin 10, Selections from Eberhart 9, Dow, Labaree &amp; Scimeca, Severson</td>
<td>3/19—Weekend feedback due&lt;br&gt;3/20—Reflective journal part 1 due</td>
</tr>
<tr>
<td>3/14-3/20</td>
<td>To-Do List</td>
<td>To-Do List</td>
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<tr>
<td>3/21-3/27</td>
<td>To-Do List</td>
<td>Dresang, Heins &amp; Beckles (selection), Knox, Krug &amp; Moran</td>
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<tr>
<td>Week 11:</td>
<td>Copyright &amp; Privacy in the Digital Age</td>
<td>Selections from Eberhart 9, Magi, O’Sullivan, U.S. Copyright Office</td>
<td>4/3—ASP Draft Back from Peer Circle Review</td>
</tr>
<tr>
<td>3/28-4/3</td>
<td>To-Do List</td>
<td>To-Do List</td>
<td></td>
</tr>
<tr>
<td>Week 12:</td>
<td>Technological Change in the Library</td>
<td>Rubin 4, Selections from Eberhart 8, Waller</td>
<td>4/10—Final revised ASP due</td>
</tr>
<tr>
<td>4/4-4/10</td>
<td>To-Do List</td>
<td>To-Do List</td>
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<tr>
<td>Week 13:</td>
<td>Organization of Knowledge</td>
<td>Rubin 6, Selections from Eberhart 5</td>
<td>4/17—Information Ethics Case videos posted</td>
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<tr>
<td>4/11-4/17</td>
<td>To-Do List</td>
<td>To-Do List</td>
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<tr>
<td>Week 14:</td>
<td>Information Policy</td>
<td>Rubin 8, Selections from Eberhart 9, Jaeger, Gorham, Sarin, &amp; Bertot</td>
<td>All-week—Class-wide Q&amp;A on IEC videos</td>
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<tr>
<td>4/18-4/24</td>
<td>To-Do List</td>
<td>To-Do List</td>
<td></td>
</tr>
<tr>
<td>Week 15:</td>
<td>Student Choice Topics</td>
<td>To-Do List</td>
<td></td>
</tr>
<tr>
<td>4/25-5/1</td>
<td>To-Do List</td>
<td>All-week—Chats w/Robin</td>
<td></td>
</tr>
<tr>
<td>Week 16:</td>
<td>Course Wrap-up</td>
<td>To-Do List</td>
<td>5/6—IEC feedback due&lt;br&gt;5/8—Reflective journal part 2 due&lt;br&gt;5/10—Peer circle feedback due</td>
</tr>
<tr>
<td>5/2-5/6</td>
<td>To-Do List</td>
<td>All-week—Chats w/Robin</td>
<td></td>
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</tbody>
</table>
Grading Criteria

A note about writing. As a faculty member, I have high expectations for your writing. It is important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J); therefore I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.

As this is a professional graduate-level course, student work is expected to be graduate level in both quality and quantity. A grade of “A” is evidence of superior organization, content, analysis, thought or a combination thereof. A grade of “B” indicates that the student has fulfilled the requirements of the assignment. The work is complete and well-presented without major flaws in reasoning or content. A grade of “C” or below indicates that work is not acceptable and the student should talk with me.

All work, including Canvas postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.

Assignment grades will be posted in the Canvas grade book throughout the semester. Official, final course grades will be posted in ESU BuzzIn.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>D</td>
<td>70-73</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
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</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/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/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