

LEARNING ENVIRONMENT EXPECTATIONS

Some statements we support to help set clear expectations that support a safe, productive learning environment.

Recording Policy: All classroom work, including (but not limited to) lectures, discussions, and/or group activities, is proprietary and not subject to public disclosure or distribution in the absence of express permission. Unauthorized recording of any part of this class (whether audio, video, or both) is strictly prohibited. Approval to record classroom activities may be obtained from the [Office of Educational Accessibility \(OEA\)](#) upon determination that the recording of this class is an approved accommodation. No recordings may be published, rebroadcast and/or released in any form without my express permission. Violation of this policy could result in disciplinary action up to and including course failure, reporting to the appropriate dean, and/or referral to external authorities.

Academic Freedom: Consistent with the [CBA](#) (Article 2), Academic Freedom refers to the idea that faculty are entitled to full freedom to teach, discuss, research, and publish in their academic field without interference from administrators, boards of trustees, political figures, donors, or other entities. Faculty members are entitled to freedom in the classroom when discussing their subject, so long as the material stimulates debate and learning is relevant to the subject matter, even if it is controversial (see also [AAUP policy](#)).

Respectful Ethical Communication and Anti-Doxxing Policy: To maintain a safe and ethical learning environment, students may not share or post personal information about the instructor or classmates, such as home addresses or personal contact information, without express permission. Students' conduct in the classroom and the use of course materials shall comply with relevant university policies. Suspected violations may be referred to the appropriate internal and/or external authorities.

Critical Thinking and Academic Inquiry: This course is designed to support critical thinking. *Critical thinking* means examining evidence, considering relevant scholarly perspectives, asking questions, and forming your own conclusions. By contrast, *indoctrination* presents beliefs as unquestioned truths without regard for evidence or other scholarly perspectives, whereas this course is grounded in critical thinking.

Consistent with principles of academic freedom, the course fosters engagement with ideas and credible scholarship. Course materials are selected based on evidence, expertise, and learning outcomes. You are encouraged to question ideas, compare frameworks, and develop your own reasoned positions. Your grade is based on how you follow the assignments' guidelines and engage with evidence and arguments. You will not be penalized simply for reaching conclusions that differ from those of your instructor or classmates. Grades reflect how well your work meets the stated assignment criteria (e.g., instructions, rubric, quality of reasoning, and use of evidence), not the particular position you take. This approach reflects a foundational principle of higher education: students learn discipline-specific ways of knowing.