INFO-H 581
Experience Design and Evaluation of Access Technologies

Spring 2022

Section: 26272
Credit Hours: 3
Time: Mondays, 9:00–11:40 am
Location: Web-based meetings on Zoom (see Canvas for meeting ID and password)
First Class: Monday, January 10, 2022
Name: Dr. Erin Brady, Assistant Professor
Office: IT 591
Office Phone: 317-278-7672
Email: brady@iupui.edu
Website: https://soic.iupui.edu/people/erin-brady/
Office Hours: Mondays, 2–4 pm, Wednesdays, 11 am–1 pm, or by appointment
on Zoom (Meeting ID: 825 7588 5025, password posted on Canvas)

Prerequisites: None

COURSE DESCRIPTION

This course covers access technologies and user experience design for users with disabilities. Students learn to apply accessible design techniques to create and evaluate assistive technologies and inclusive products and critique existing user experience design approaches to accessibility.

EXTENDED COURSE DESCRIPTION

This course is focused on access technologies and user experience design for users with disabilities. Users with physical or cognitive disabilities, mental health issues, and older adults make up a large portion of online adults and have unique requirements when interacting with digital information. They often use access technologies (like screenreaders, which dictate digital content aloud for people who are blind) to translate information into accessible formats. Students learn the basics of using access technologies and accessible design techniques such as value-sensitive design and ability-based design. Students apply these techniques in the field through interaction and evaluation methods, including field observations, contextual inquiry, ethnography, surveys, interviews, and cognitive walkthroughs.

Topics dealt with during the class will include social and medical models of disability; digital accessibility requirements mandated in the United States; existing access technologies, like screenreaders and AAC devices; and design techniques for making accessible products.
REFERENCE MATERIALS

Required readings are provided free of charge as accessible text and PDF documents on Canvas. Sample readings are listed on the Course Schedule (pp. 7–10).

The following supplementary texts are suggested for students who wish to delve deeper into the disability-centric topics covered by the course (but are not required):


An additional supplementary text will be used to guide some of the sketching exercises (but is also not required):

## COURSE GRADING AND ASSESSMENTS

### Skills Projects

<table>
<thead>
<tr>
<th>Web Accessibility Evaluation (WAE)</th>
<th>3%</th>
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<tbody>
<tr>
<td>WAE-1: Conduct an Accessibility Evaluation</td>
<td>3%</td>
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<tr>
<td>WAE-2: Recommend Accessibility Fixes</td>
<td>3.5%</td>
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<tr>
<td>WAE-3: Post an Accessible Report Online</td>
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### Accessible UX Methods (AUM)

<table>
<thead>
<tr>
<th>AUM-1: Research Existing Method Adaptations</th>
<th>3.75%</th>
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<tbody>
<tr>
<td>AUM-2: Design a Method Adaptation Guide</td>
<td>7.5%</td>
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<tr>
<td>AUM-3: Post your Method Adaptation Online</td>
<td>3.75%</td>
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### Design Case Study

<table>
<thead>
<tr>
<th>Participant Portrait (PP)</th>
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<tbody>
<tr>
<td>PP-1: Prepare Data Collection Materials and Research Plan</td>
<td>2.5%</td>
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<tr>
<td>PP-2: Submit Raw Data</td>
<td>2.5%</td>
</tr>
<tr>
<td>PP-3: Generate a Participant Portrait</td>
<td>10%</td>
</tr>
<tr>
<td>PP-4: Reflect on Participant Engagement and Portraiture</td>
<td>5%</td>
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### Accessible Prototype (AP)

<table>
<thead>
<tr>
<th>AP-1: Create an Accessible Prototype</th>
<th>7.5%</th>
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<tbody>
<tr>
<td>AP-2: Evaluate Prototype with Relevant Stakeholders with Disabilities</td>
<td>7.5%</td>
</tr>
<tr>
<td>AP-3: Reflect on Prototyping and Case Study</td>
<td>10%</td>
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</tbody>
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### Engagement with Course Content

<table>
<thead>
<tr>
<th>Assignments</th>
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<tbody>
<tr>
<td>Assignment 1: Design an AT</td>
<td>2%</td>
</tr>
<tr>
<td>Assignment 2: Critique Assignment 1 Designs</td>
<td>2%</td>
</tr>
<tr>
<td>Assignment 3: Method Critique for Usability Surveys + Visual AT</td>
<td>4%</td>
</tr>
<tr>
<td>Assignment 4: Method Critique for Paper Prototyping + Motor AT</td>
<td>4%</td>
</tr>
<tr>
<td>Assignment 5: Method Critique for Interviews + Auditory AT</td>
<td>4%</td>
</tr>
<tr>
<td>Assignment 6: Method Critique for Diary Studies + Cognitive AT</td>
<td>4%</td>
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</table>

<table>
<thead>
<tr>
<th>Preparation Activities</th>
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<tbody>
<tr>
<td>Prep 1: Complete the Teach Access Tutorial Quiz</td>
<td>1%</td>
</tr>
<tr>
<td>Prep 2: Identify an AT for Visual Ability</td>
<td>1%</td>
</tr>
<tr>
<td>Prep 3: Identify an AT for Motor Ability</td>
<td>1%</td>
</tr>
<tr>
<td>Prep 4: Identify an AT for Auditory Ability</td>
<td>1%</td>
</tr>
<tr>
<td>Prep 5: Identify an AT for Cognitive Ability</td>
<td>1%</td>
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### Discussions and Engagement

<table>
<thead>
<tr>
<th>Discussions and Engagement</th>
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<tbody>
<tr>
<td>Discussion 1: Introduction</td>
<td>1.25%</td>
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<tr>
<td>Discussion 2: Disability Visibility Podcast</td>
<td>1.25%</td>
</tr>
<tr>
<td>Discussion 3: DMD and Ouch Podcast</td>
<td>1.25%</td>
</tr>
<tr>
<td>Discussion 4: Ability-Based Design</td>
<td>1.25%</td>
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ASSIGNMENT DESCRIPTIONS

SKILLS PROJECTS
Students will complete over the span of the course two in-depth projects to build accessibility skills that can be applied in any industry or content production work.

- **Skills Project 1 – Web Accessibility Evaluation (WAE):** Conduct a web accessibility evaluation for a research project website, and make suggestions and accessibility fixes to ensure the site is accessible for potential participants. You’ll sample pages of the website to analyze for accessibility and generate a report for the website owners based on the Web Content Accessibility Guidelines (WCAG). Using this report, propose specific content or code changes that would improve the accessibility of the website, and summarize your evaluation in an accessible report you post online.

- **Skills Project 2 – Accessible UX Methods (AUM):** Choose a UX method to study. Identify accessibility issues with how this method is typically performed, and interview researchers, practitioners, or disabled people to learn how to adapt existing this method to be more accessible for diverse stakeholders. Disseminate your findings to other researchers by posting a summary online.

DESIGN CASE STUDY
The Design Case Study has two major components:

- **Create a Participant Portrait (PP):** Identify an accessibility problem in the physical world by conducting interviews with people with disabilities, and generate a participant portrait (similar to a persona, but more specific to a single participant, reflecting their unique experiences). Reflect on the experience of collecting your data and synthesizing it into a portrait.

- **Accessible Prototype (AP):** Design and prototype a solution and get feedback from potential users with disabilities. Your prototype will need to be accessible for the specific group you are designing for – for example, if you want to prototype a tool for people who are visually impaired, it would be an auditory prototype reflecting how the interface would be read aloud by a screenreader, rather than wireframes or an interactive visual prototype. Reflect on your experiences of conducting accessible design research.

ENGAGEMENT WITH COURSE CONTENT
Students are expected to complete the assigned readings, and engage with course lectures and content. For example, for an assigned reading, students might be asked to share one fact they have learned about disability, and one approach for doing accessibility design or research. Students may be asked to respond to readings or lectures at various points throughout the semester.

In the first several weeks of the course, students will be expected to complete a studio design exercise or follow-up assignment, which will give them an additional opportunity to practice applying a sketching or prototyping technique. Each of these exercises will address a design challenge from a different sub-area within accessible computing. The deliverables from these exercises will be due at the beginning of the week meeting after they are assigned. They will be evaluated primarily on the creativity of thinking represented and the communicative effectiveness of the deliverable; less focus will be placed on the artistic merit of the submissions.

During the course, students will have multiple opportunities to present and elicit peer feedback on
their sketches and prototypes - based on both the studio exercises and the larger design project. When assigned to have their own work reviewed, students are expected to be prepared to provide a brief, professional presentation of their sketches and/or prototypes and to help guide the discussion. Students are also expected to provide thoughtful, respectful, and constructive comments when evaluating others’ work.

**Learning Outcomes:**

<table>
<thead>
<tr>
<th>Upon completion of this course, students will</th>
<th>RBT*</th>
<th>PGPL**</th>
<th>PLO***</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the accessibility of digital content and interfaces, and develop fixes to make the content more accessible.</td>
<td>5, 6</td>
<td>2</td>
<td>1, 6, 7</td>
<td>WAE</td>
</tr>
<tr>
<td>Evaluate the user experience design challenges experienced by people with disabilities and their causes.</td>
<td>5</td>
<td>1</td>
<td>1, 2</td>
<td>PP1, PP2, PP3, Preparation Activities</td>
</tr>
<tr>
<td>Critique the accessibility of traditional user experience and HCI methods for diverse participants, and propose modifications to make these methods more equitable while maintaining methodological rigor and data quality.</td>
<td>5, 6</td>
<td>2, 4</td>
<td>6–8</td>
<td>AUM, Assignments #3–6</td>
</tr>
<tr>
<td>Create and test accessible prototypes of a single, final design, or a number of design alternatives with users with disabilities by analyzing a design challenge and using disability-specific design techniques.</td>
<td>5, 6</td>
<td>1–3</td>
<td>1, 5</td>
<td>Assignment #2, AP1, AP2</td>
</tr>
<tr>
<td>Critique your conceptions of disability and the accessibility of the UX and HCI practices you use.</td>
<td>5</td>
<td>2–4</td>
<td>8, 9</td>
<td>PP4, AP3, Discussions</td>
</tr>
</tbody>
</table>

* RBT: Revised Bloom’s Taxonomy.
** PGPL: Principles of Graduate and Professional Learning, listed below.
*** PLO: Program-Level Learning Outcomes

**Principles of Graduate and Professional Learning (PGPL)**

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery Minor emphasis
2. Critical thinking and good judgment Major emphasis
3. Effective communication
4. Ethical behavior Some emphasis
Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
<td></td>
<td>Outstanding achievement, given at the instructor’s discretion</td>
</tr>
<tr>
<td>A</td>
<td>93 – 100</td>
<td></td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>A–</td>
<td>90 – 92.99</td>
<td></td>
<td>Very good work</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.99</td>
<td></td>
<td>Good work</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86.99</td>
<td></td>
<td>Marginal work</td>
</tr>
<tr>
<td>B–</td>
<td>80 – 82.99</td>
<td></td>
<td>Very marginal work</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.99</td>
<td></td>
<td>Unacceptable work (Elective or core course must be repeated)</td>
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<tr>
<td>C</td>
<td>73 – 76.99</td>
<td></td>
<td>Unacceptable work (Elective or core course must be repeated)</td>
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<tr>
<td>C–</td>
<td>70 – 72.99</td>
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<td>Unacceptable work (Elective or core course must be repeated)</td>
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<tr>
<td>D+</td>
<td>67 – 69.99</td>
<td></td>
<td>Unacceptable work (Elective or core course must be repeated)</td>
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<td>D</td>
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<td>Unacceptable work (Elective or core course must be repeated)</td>
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<tr>
<td>D–</td>
<td>60 – 62.99</td>
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<td>Unacceptable work (Elective or core course must be repeated)</td>
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<tr>
<td>F</td>
<td>Below 60</td>
<td></td>
<td>Unacceptable work (Elective or core course must be repeated)</td>
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</table>

No credit shall be given for a grade below B–.
COURSE SCHEDULE

Week 1: Introduction to Access Technologies

Preparation Activities and Discussions (complete before class):
  • Discussion #1: Introduction

Follow-Up Assignments (complete after class):
  • Assignment #1: Design an AT

Week 2: History of Web Accessibility

Readings:
  • Listen to segments of the Disability Visibility Podcast listed on Canvas
  • Read the Web Accessibility Initiative's Introduction to Web Accessibility

Preparation Activities and Discussions (complete before class):
  • Discussion #2: Disability Visibility Podcast

Project Components Due:
  • WAE-1: Evaluate a Website

Week 3: Web Accessibility in Practice

Readings:
  • Teach Access Tutorial

Preparation Activities and Discussions (complete before class):
  • Prep #1: Complete the Teach Access Tutorial Quiz

Project Components Due:
  • WAE-2: Recommend Accessibility Fixes

Week 4: Understanding Disability

Readings:
  • Read Design meets Disability, "identity meets ability" chapter
  • Listen to the Ouch Podcast Episode on #ThingsDisabledPeopleKnew

Preparation Activities and Discussions (complete before class):
  • Discussion #3: DMD and Ouch Podcast

Follow-Up Assignments (complete after class):
  • Assignment #2: Critique Week 1 Designs

Project Components Due:
  • WAE-3: Post an Accessible Report Online

Week 5: Conveying Visual Information

Readings:

Preparation Activities and Discussions (complete before class):
  • Prep #2: Identify an AT for Visual Ability
Follow-Up Assignments (complete after class):
  • Assignment #3: Method Critique for Usability Surveys + Visual AT

Week 6: Interaction Techniques and Frameworks
Readings:
Preparation Activities and Discussions (complete before class):
  • Prep #3: Identify an AT for Motor Ability

Follow-Up Assignments (complete after class):
  • Assignment #4: Method Critique for Paper Prototyping + Motor AT

Week 7: Speech and Language
Readings:
Preparation Activities and Discussions (complete before class):
  • Prep #4: Identify an AT for Auditory Ability

Follow-Up Assignments (complete after class):
  • Assignment #5: Method Critique for Interviews + Auditory AT
  • PP-1: Prepare Data Collection Materials and Research Plan

Week 8: Focus, Attention, and Memory
Readings:
Preparation Activities and Discussions (complete before class):
  • Prep #5: Identify an AT for Cognitive Ability

Follow-Up Assignments (complete after class):
  • Assignment #6: Method Critique for Diary Studies + Cognitive AT
  • PP-2: Submit Raw Data

Week 9: Designing for Disability
Readings:
Preparation Activities and Discussions (complete before class):
  • Discussion #4: Ability-Based Design
Project Components Due:
• AUM-1: Research Method Adaptations

Week 10: Social Accessibility
Readings:

Project Components Due:
• AUM-2: Design a Method Adaptation Guide
• PP-3: Generate a Participant Portrait

Week 11: Independence and Interdependence
Readings:

Project Components Due:
• AUM-3: Post your Method Adaptation Online
• PP-4: Reflect on Participant Engagement and Portraiture

Week 12: Changing Abilities
Readings:

Project Components Due:
• AP-1: Create an Accessible Prototype

Week 13: Empathy and Disability Simulations
Readings:
Week 14: Future of Assistive Technologies

**Readings (choose ONE of these):**


**Project Components Due:**

- AP-2: Evaluate Prototype with Relevant Stakeholders with Disabilities

Week 15: Reflection and Synthesis

**Project Components Due:**

- AP-3: Reflect on Prototyping and Case Study (due during finals week)
EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance

A basic requirement of this course is that the student will participate in all meetings, whether online or face-to-face, and conscientiously complete all required activities and assignments.

Only the following are acceptable excuses for absences: death in the immediate family (e.g. mother, father, spouse, child, or sibling), hospitalization or serious illness; jury duty; court ordered summons; religious holiday; university/school coordinated athletic or scholastic activities; an unanticipated event that would cause attendance to result in substantial hardship to one’s self or immediate family. Absences must be explained with the submission of appropriate documentation to the satisfaction of the instructor, who will decide whether missed work may be made up. Absences that do not satisfy the above criteria are considered unexcused. To protect the student’s privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition impacts the attendance and academic performance.

Missing class reduces the student’s grade through the following grade reduction policy: The student are allowed two excused or unexcused absences. Each additional absence, unless excused, results in a 5% reduction in the final course grade. More than six absences result in an F in the course. Missing class may also reduce the grade by eliminating opportunities for class participation. For all absences, the student is responsible for all covered materials and assignments.

Deliverables:

The student is responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through Canvas. Should the student miss a class, the student is still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

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 http://www.indiana.edu/~code/. All students must also successfully complete the Indiana University Department of Education “How to Recognize Plagiarism” Tutorial and Test. https://www.indiana.edu/~istd The student must document the difference between the student’s 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.com. http://www.ulib.iupui.edu/libinfo/turnitin
CAMPUS POLICIES

1. **Administrative withdrawal** (undergraduate only): Students must 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, the student must 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 occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund. [https://studentcentral.iupui.edu/register/administrative-withdrawal.html](https://studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Counseling and Psychological Services (CAPS)**: Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit [http://life.iupui.edu/caps/](http://life.iupui.edu/caps/).

3. **Course policies**: Several campus policies governing IUPUI courses may be found at the following link: [http://registrar.iupui.edu/course_policies.html](http://registrar.iupui.edu/course_policies.html)

4. **Disabilities policy**: All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate forms from AES before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit [http://aes.iupui.edu](http://aes.iupui.edu). For ADA resources visit [http://ada.iu.edu/students/IUPUI/](http://ada.iu.edu/students/IUPUI/). For ADA policies visit [https://policies.iu.edu/policies/ua-02-americans-disability-act/](https://policies.iu.edu/policies/ua-02-americans-disability-act/).

5. **Education and Title VI**: IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a nondiscriminatory manner, including admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds. [http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html](http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html)

6. **Emergency preparedness**: Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at [http://protect.iu.edu/emergency](http://protect.iu.edu/emergency).

7. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel.
Children may not attend class with their parents, guardians, or childcare providers.

8. Religious holidays: IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit http://registrar.iupui.edu/religious.html.

9. Sexual misconduct: One of the instructor’s responsibilities is to create a safe learning environment. IU does not tolerate sexual harassment or violence, which are prohibited under Title IX and the sexual misconduct policy. https://policies.iu.edu/policies/ua-03-sexual-misconduct/index.html The university can help students subjected to sexual misconduct. To seek help, obtain information and resources, or speak to someone confidentially, visit http://stopsexualviolence.iu.edu/. Federal regulations and University policy require the instructor to convey promptly any information about potential sexual misconduct to IUPUI’s Deputy Title IX Coordinator or IU’s Title IX Coordinator to ensure appropriate measures are taken and resources are offered. To protect a student’s privacy all involved will only share information with those who need to know to ensure the university can respond and assist.

10. Student advocate: The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

SCHOOL POLICIES AND GUIDELINES

1. Civility: To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

2. Communication: For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

3. Course evaluations: Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and
(c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at https://soic.iupui.edu/app/course-eval/. Course evaluations are typically 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. In small sections, demographic information should be left blank, if it could be used to identify the student.

4. **Email:** Indiana University uses the student’s IU email account as an official means of communication, and students should check it daily. Although the student may have IU email forwarded to an outside email account, the student should email faculty and staff from the student’s IU email account.

5. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

**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.