IUPUI

SCHOOL OF INFORMATICS AND COMPUTING

DEPARTMENT OF HUMAN-CENTERED COMPUTING

Indiana University–Purdue University Indianapolis

INFO I481

Experience Design and Evaluation of Access Technologies

Spring 2018

Section No.:	27885 *Credit Hours:* 3
Time:	Mondays 10–12:40 pm
Location:	IT 273, Informatics & Communications Technology Complex 535 West Michigan Street, Indianapolis, IN 46202 [map]
First Class:	January 8, 2018
Website:	https://iu.instructure.com/courses/1701989

Instructor:	Erin Brady, Ph.D. in Computer Science, Assistant Professor
Office Hours:	Mondays, 1–3 pm, or Thursdays, 9–11 am, or by Appointment
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Prerequisites: INFO I270, INFO I275, or INFO I300

COURSE DESCRIPTION

This course is focused on access technologies and user experience design for users with disabilities. Through the course, students understand and apply accessible design techniques to create and evaluate assistive technologies and inclusive products.

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 screen readers, which dictate digital content aloud for people who are blind) to translate information into accessible formats. Through the course, 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 include social and medical models of disability; digital

accessibility requirements mandated in the United States; existing access technologies, like screen readers and AAC devices; and design techniques for making accessible products.

Required Text(s): Readings are provided through Canvas in the "Files > Reading" folder. A sample reading list is provided below. The reading list will be updated with changes to the course and advances in the field.

Recommended Reference Text(s):

Pullin, Graham. (2011). *Design meets disability*. Cambridge, MA: MIT Press. ISBN-13: 978-0262516747 https://www.amazon.com/dp/0262516748

Software used: Web development software or web platform (e.g., Dreamweaver, WIX); screen readers (e.g., VoiceOver on MacOS, Narrator on Windows).

Teaching and Learning Methods: Lectures and demonstrations by the instructor, class discussion led by the instructor, small discussion groups led by students, hands-on design activities, class group assignments, and student presentations.

Learning Outcomes:

LO	*Upon completion of this course, the student will*	*RBT*	*PUL*	*Assessment*
1.	**Summarize and explain** the diversity of user experience design challenges posed by assistive technologies and access computing.	2	5	Market Analysis Presentation
2.	**Execute** a WCAG-EM-style web accessibility evaluation of a public webpage.	3	3	Project 1
3.	**Discriminate between** different disability-related design techniques (e.g., ability-based design).	4	4	Project 2; Studio Assignments
4.	**Design and evaluate** a socially accessible technology to facilitate communication between diverse stakeholders.	5, 6	3	Project 2
5.	**Demonstrate expertise** with at least one disability-related design technique.	3	3	Project 2; Studio Assignments
6.	**Analyze and critique** an environmental accessibility technology with representative users.	4, 5	2	Project 3
7.	**Apply** accessible communication, presentation, and writing skills to communicate your coursework with others.	3	1	Topic Discussion; Portfolio Website

*RBT: Revised Bloom's Taxonomy

Principles of Undergraduate Learning (PUL):

Learning outcomes are assessed in the following areas:

1A. Core communication: written, oral and visual skills	Some Emphasis
2. Critical thinking	Minor Emphasis
3. Integration and application of knowledge	**Major Emphasis**
5. Understanding society and culture	Some Emphasis

EXPECTATIONS, GUIDELINES, AND POLICIES

Attendance:

A basic requirement of this course is that you will participate in all class sessions, whether online or face-to-face, and conscientiously complete all required course activities and assignments. Attendance shall be taken in every class, either through an attendance sheet or an in-class quiz or feedback survey. If you do not complete the attendance check while in class, you shall be considered absent. Completing the attendance check for another student is prohibited. Students who are unable to participate in the classroom, either due to accessibility problems or other barriers, will be able to engage with and respond to certain peer-graded course content online each week for attendance credit. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism.

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 your privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts your attendance and academic performance.

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

Incomplete:

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:

You are 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 you miss a class, you are still responsible for completing the deliverable and for finding out what was covered in class, including any new or modified deliverable.

After the original deadline, assignments may be turned in up to one week late for 90% of the original grade. So, for example, if an assignment is turned in the day after the original deadline and would have received an 85%, the overall grade for the assignment will be

76.5% (since 85% * 0.90 = 76.5%). After more than one week beyond the original deadline, assignments will be considered missing and will be assigned a grade of 0.

Grading Information:

Your overall course grade will be determined by combining grades for your engagement with course content (20%), your interactions and peer learning with other members of the class (25%), the design, production, and dissemination of new assistive technology products (35%), and written reflection and meta-cognition responses (20%), as broken down below.

Assignment Description		% of Final Grade
Engagement with Course Content (20%)		
Readings	Read assigned materials and synthesize the content	10%
Lectures + Activities	Meaningfully engage with lecture content and activities	10%
Interactivity and Social Learning (25%)		
Weekly Share	Share information and knowledge with classmates and instructor on a weekly basis	5%
Market Analysis	Conduct a market analysis of accessibility tools and share the results with classmates	10%
Topic Discussions	Present on a specific accessibility topic in the second half of the semester	10%
Design, Production, and Dissemination (35%)		
Studio Assignments	Perform activities (begun in-class, and completed by the next week) to explore each lecture's topic	10%
Project 1	Conduct a web accessibility evaluation for a corporate website, and redesign their site to be more accessible	5%
Project 2	Investigate social accessibility needs, design a solution, and solicit feedback from individuals with disabilities	10%
Project 3	Investigate a real-world accessibility problem; design and evaluate a solution	10%
Reflection and Meta-Cognition (20%)		
Portfolio Website	Create and periodically update an accessible portfolio website to highlight your coursework	10%
Project 3 Writing Assignment	Produce a research paper or comprehensive design document detailing the findings of Project 3	10%

Engagement with Course Content (20% of final grade)

Students are expected to complete the assigned readings and engage with course lectures and content. For each assigned reading, students will 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.

As this course takes place once a week, repeated absences will significantly impact your ability to participate in discussions and learn from the instructor and other students. If you will miss a week of class, or if you are 15+ minutes late to class, you will be asked to write or audio-record a brief response to the week's content and share it with the other students in the class via Canvas by the next week's class time. These responses will be evaluated by both the instructor and by other students in the course.

During the course, students will have multiple opportunities to present and elicit peer feedback on their sketches and prototypes - based on both the weekly 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.

Interactivity and Social Learning (25% of final grade)

Each week, students will be expected to share information and knowledge with classmates and instructor. This can be completed through in-class attendance, where students will often do social learning activities like "pair and share" discussions; or in the online discussion forum on Canvas.

Two assignments will be primarily based on social learning and peer instruction. In the first half of the semester, students will conduct a market analysis of existing accessibility tools and use class time to share their findings with other students. In the second half of the semester, students will lead discussion on a specific accessibility topic.

Studio and Sketching Assignments (10% of final grade)

Over the course of the term, students will be introduced to a wide variety of sketching and prototyping techniques. Nearly every lecture meeting will include a hands-on "studio" session focused on developing students' skills with a particular class of design techniques, as well as making them aware of how these techniques might be used to communicate particular aspects of a design.

Each week, students will be expected to complete a studio design exercise, 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 first class 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.

Major Projects (25% of final grade)

Students will complete three in-depth projects over the span of the course, as well as generate a final reflective web portfolio of their work throughout the semester.

Project 1 – Web Accessibility Client Evaluation and Redesign: Select a website, 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 HTML/CSS/JavaScript code changes that would improve the accessibility of the website.

Tangible outcomes: Accessibility report in WCAG format; code for redesigned website
Key dates: Turned in via Canvas by February 12th, 10:00am

Project 2 – Social Accessibility Needs Assessment and Design: Conduct an in-depth assessment of the social accessibility practices and challenges of a particular group of individuals with disabilities. This assignment will utilize methods for data collection covered in class, and will result in a design for a solution that is evaluated by users with disabilities.
Tangible outcomes: Portfolio website page

Key dates: Link to page turned in via Canvas by March 5th at 10:00am

Project 3 – Design for Accessibility: Identify an accessibility problem in the physical world, design and prototype a solution, and evaluate with potential users.

Tangible outcomes: Presentation of work in class (live or video-recorded); written summary
Key dates: Presentation on April 16th; final materials submitted on April 30th

Reflection and Meta-Cognition (20% of final grade)

After the first major project deadline, students will create individual, accessible portfolio webpages to highlight the content they create in the course. These portfolios should be periodically updated to describe your ongoing coursework.

After the completion of Project 3, students will produce a research paper or comprehensive design document detailing the findings of Project 3, and incorporating further reflection on their design or research approaches.

WEEKLY SCHEDULE

Date	Week	Topic	Assignments Due
8-Jan	Week 1	Overview	
14-Jan	*Last day to register, drop, or add courses online; end of 100% refund period*		
15-Jan	**NO CLASS - Martin Luther King Jr. Day**		
22-Jan	Week 2	History of Web Accessibility	Studio Assignment 1; **Syllabus Contract**
29-Jan	Week 3	Web Accessibility in Practice	Studio Assignment 2
5-Feb	Week 4	Understanding Disability	Studio Assignment 3; **Market Analysis Presentations**
12-Feb	Week 5	Designing for Disability	Studio Assignment 4; **Project 1 Due**
19-Feb	Week 6	Social Accessibility	Studio Assignment 5; **Portfolio Website Due**
26-Feb	Week 7	Interaction Techniques & Frameworks	Studio Assignment 6
5-Mar	Week 8	Topic: Blind and Visually Impaired	Studio Assignment 7; **Project 2 Due**
11-Mar	*Last day to withdraw with a grade of 'W' without instructor and dean's approvals*		
12-Mar	**NO CLASS – Spring Break**		
19-Mar	Week 9	Topic 1	Studio Assignment 8; **Topic Discussions Due**
26-Mar	Week 10	Topic 2	Studio Assignment 9
2-Apr	Week 11	Topic 3	Studio Assignment 10
9-Apr	Week 12	Topic 4	Studio Assignment 11
16-Apr	Week 13	Project 3 Presentations	Studio Assignment 12; **Project 3 Presentation**
23-Apr	**NO CLASS – Instructor at CHI 2018 Conference**		
30-Apr	Week 15	Future of Assistive Technologies	**Project 3 Writeup Due**
30-Apr	**Project 3 Writing Assignment Due at 8:00pm**		

Sample Reading List

All readings will be posted to the Canvas homepage for the course as accessible PDFs, under "Files > Readings".

Week 2: History of Web Accessibility

Asakawa, Chieko. "What's the web like if you can't see it?." *Proceedings of the 2005 International Cross-Disciplinary Workshop on Web Accessibility (W4A)*. ACM, 2005.

Week 3: Web Accessibility in Practice

Lazar, Jonathan, Alfreda Dudley-Sponaugle, and Kisha-Dawn Greenidge. "Improving web accessibility: a study of webmaster perceptions." *Computers in human behavior* 20.2 (2004): 269-288.

Week 4: Understanding Disability

Oliver, Mike. "Defining Impairment and Disability – Issues at Stake". Chapter 3 in Barnes, Colin, and Geof Mercer, eds. Exploring the divide: Illness and disability. Leeds: Disability Press, 1996.

Week 5: Designing for Disability

Ladner, Richard E. "Design for user empowerment." *interactions* 22.2 (2015): 24-29.

Week 6: Social Accessibility

Profita, Halley, et al. "The AT effect: how disability affects the perceived social acceptability of head-mounted display use." *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems*. ACM, 2016.

Week 7: Interaction Techniques & Frameworks

Gajos, Krzysztof Z., Jacob O. Wobbrock, and Daniel S. Weld. "Automatically generating user interfaces adapted to users' motor and vision capabilities." *Proceedings of the 20th annual ACM symposium on User interface software and technology*. ACM, 2007.

Week 8: Topic: Blind and Visually Impaired

Trewin, Shari, Diogo Marques, and Tiago Guerreiro. "Usage of Subjective Scales in Accessibility Research." *Proceedings of the 17th International ACM SIGACCESS Conference on Computers & Accessibility*. ACM, 2015.

Weeks 9 – 12: Student-Selected Topic Readings

Sample readings might include:

Kane, Shaun K., et al. ""At times avuncular and cantankerous, with the reflexes of a mongoose": Understanding Self-Expression through Augmentative and Alternative Communication Devices." *CSCW*. 2017.

Johansson, Stefan, Jan Gulliksen, and Ann Lantz. "User participation when users have mental and cognitive disabilities." *Proceedings of the 17th International ACM SIGACCESS Conference on Computers & Accessibility*. ACM, 2015.

Cavender, Anna, Richard E. Ladner, and Eve A. Riskin. "MobileASL:: intelligibility of sign language video as constrained by mobile phone technology." *Proceedings of the 8th international ACM SIGACCESS conference on Computers and accessibility*. ACM, 2006.

Rello, Luz, Gaurang Kanvinde, and Ricardo Baeza-Yates. "Layout guidelines for web text and a web service to improve accessibility for dyslexics." *Proceedings of the international cross-disciplinary conference on web accessibility*. ACM, 2012.

Grading Scale:

A+	100%	Professional level work, showing highest level of achievement
A	93–99%	Extraordinarily high achievement, quality of work; shows command of the subject matter
A–	90–92%	Excellent and thorough knowledge of the subject matter
B+	87–89%	Above average understanding of material and quality of work
B	83–86%	Mastery and fulfillment of all course requirements; good, acceptable work
B–	80–82%	Satisfactory quality of work
C+	77–79%	Modestly acceptable performance and quality of work
C	73–76%	Minimally acceptable performance and quality of work
C–	70–72%	Unacceptable work (Core course must be repeated for credit)
D+	67–69%	Unacceptable work (Course must be repeated for credit)
D	63–66%	Unacceptable work
D–	60–62%	Unacceptable work
F	Below 60	Unacceptable work

No credits toward major, minor, or certificate requirements are granted for a grade below C. No credits toward general education or elective requirements are granted for a grade below C–. http://registrar.iupui.edu/gradecover.html

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an ssignment, 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 You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. http://www.ulib.iupui.edu/libinfo/turnitin

Academic Misconduct:

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

a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.
c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.
3. **Plagiarism:** Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.
   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
      1. directly quoting another person’s actual words, whether oral or written;
      2. using another person’s ideas, opinions, or theories;
      3. paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
      4. borrowing facts, statistics, or illustrative material; or
      5. offering materials assembled or collected by others in the form of projects or collections without acknowledgment
4. **Interference:** A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or

threats, to affect any student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

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

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

OTHER POLICIES

1. **Administrative withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.

2. **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. 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). 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.

3. **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.

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

5. **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 three 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 for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

6. **Disabilities policy:** Please approach me in person or by email in the first two weeks of class so we can work together to address any accessibility or inclusion concerns you have. After the first two weeks, it will become difficult to adapt assignments or modify classroom policies. All information we discuss will be handled with discretion.

   If you have any accessibility needs, please contact Adaptive Educational Services (AES) to register them as soon as possible (aes.iupui.edu). AES works with students with documented disabilities to provide accommodations for their educational needs. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit http://aes.iupui.edu for more information.

   The course has been designed for multiple different styles of learning. However, if you have any specific learning styles that you want me to know about which would not be addressed by AES, please reach out to me within the first week of class so I can try to accommodate.

7. **Religious Observances**: If you require accommodation for religious observances, notify me by the end of the second week of the semester using the Request for Course Accommodation Due to Religious Observance Form (http://registrar.iupui.edu/religiousholidayform.html).

8. **Personal Information:** If your personal information in the University's system does not reflect you accurately (for example, an alternative name or nickname you go by, preferred pronouns), please email me at any time so I can use the correct information in our communications.

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

10. **Emergency preparedness:** Safety on campus is everyone's responsibility. Know what to do in an emergency so that you can protect yourself and others. For specific information, visit the emergency management website. http://protect.iu.edu/emergency

11. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html

12. **No class attendance without official enrollment.** Only those who are officially enrolled in this course may attend class unless they are are 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. http://registrar.iupui.edu/official-enrollment-class-attendance.html Children may *not* attend class with their parents, guardians, or childcare providers.
13. **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.
14. **Student advocate:** The Student Advocate provides assistance to students with personal, financial, and academic issues. The Student Advocate Office is located in the Campus Center, Suite 350. The Student Advocate may also be contacted by phone at 317 274-4431 or by email at studvoc@iupui.edu. For more information visit http://studentaffairs.iupui.edu/advocate.

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.