ATEC
ARTS & TECHNOLOGY

2384.502 Basic Principles of Design

COURSE INFORMATION

SESSION: ATEC 2384.502 Fall Semester 08/29/2011 - 12/19/2011
ROOM: **CB3** (Classroom Bldg) **Room 1.306**
MEETING TIME: **Wednesday Evenings 7:00pm-9:45pm**

INSTRUCTOR: Susan Wheeler

Cell Phone   (214) 564-5544

Email Address   susan.wheeler@utdallas.edu

Office Hours   Online anytime or before class by appt.

Other Information   *Best way to contact me is email*.

About the Instructor:
My background is in problem solving processes, architectural design and fine art. I have been researching innovations in curriculum development and teaching project-based courses since 2003.   I moved to Dallas in 2007 and graduated with an MFA from the ATEC program in December 2011. Welcome to Basic P.O.D.! :)

COURSE DESCRIPTION

This class is an overview of design principles and practices common to most design professions, to give students a foundation understanding of design rules, laws, and guidelines that they can use throughout their education and career pursuits.   Students will learn the language of design, how to think like a designer, how to judge between good and bad design execution, and where to go for additional resources of specialized design practice.

The course work will consist of:

* Weekly textbook reading assignments from – *Universal Principles of Design*, by Lidwell/Holden/Butler (course references 2010 publication)
* Weekly lectures and class discussion
* Weekly research to identify examples of design principles in practice
* Build a personal Design Reference 'Morgue' in area of interest (Due Class 14 - Nov. 23)
* A semester-long 'Personal Career Networking' project (see figure 1.0 in Calendar)

COURSE REQUISITES

Students should have moderate computer navigation skills plus basic knowledge of online social etiquette and work ethic. Complete the assignments and turn them in on time - no deadline extensions. Activities require regular access to a computer with internet capability and Microsoft PowerPoint software installed.   Students will need a NetID to access the eLearning course pages.

COURSE SYLLABUS

- ✓ Attendance to all classes is mandatory. Tardiness is disruptive.
- ✓ All assignments need to be completed on time**
- ✓ All students need to participate individually and as a contributing member of the class, especially in sharing discoveries with one another

SUGGESTED TEXTBOOKS AND MATERIALS:

- TEXTBOOK: *Universal Principles of Design* by William Lidwell, Kritina Holden & Jill Butler
- SOFTWARE: Microsoft PowerPoint ****** OpenOffice or other presentation file types will not be accepted.*** The UTD Tech store has software for ~$33   http://www.utdtechstore.com

TECHNICAL REQUIREMENTS:

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful eLearning experience. Technical requirements for personal access outside of ATEC labs include but are not limited to:

- Web browser: Firefox, or Safari. For eLearning supported browsers and versions, please see the validated browser list. *(UTD prefers that you DO NOT use Internet Explorer.)*
- Virus detection/protection software. McAfee is FREE to students!!
  - o https://netid.utdallas.edu/download/login

E-LEARNING ONLINE ACCESS:

Students will use their UTD NetID account to login to the course through UTD eLearning. http://elearning**Pilot**.utdallas.edu

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. The UTD user community can also access the support resources such as self-help resources and a Knowledge Base. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp

ADDITIONAL STUDENT RESOURCES:

- UTD Distance Learning: http://www.utdallas.edu/distancelearning/students
- Remote Access: Students may download the VPN software for off-campus network access. https://netid.utdallas.edu/download/login
- UTD Computer Helpdesk: For UTD account connectivity problems call 972.883.2911 or email assist@utdallas.edu. Further information: http://www.utdallas.edu/ir/helpdesk
- UT|D Technology Store: Student prices on software and computer equipment. Call 972.883.6500 or website at http://www.utdtechstore.com

ACADEMIC CALENDAR

The instructor reserves the right to make adjustments to the syllabus as needed. The course schedule* is subject to change according to the needs of the class. You can always find the most current materials and course schedule inside the eLearning course website.

Course Schedule & Outline

Classes

fig 1.0
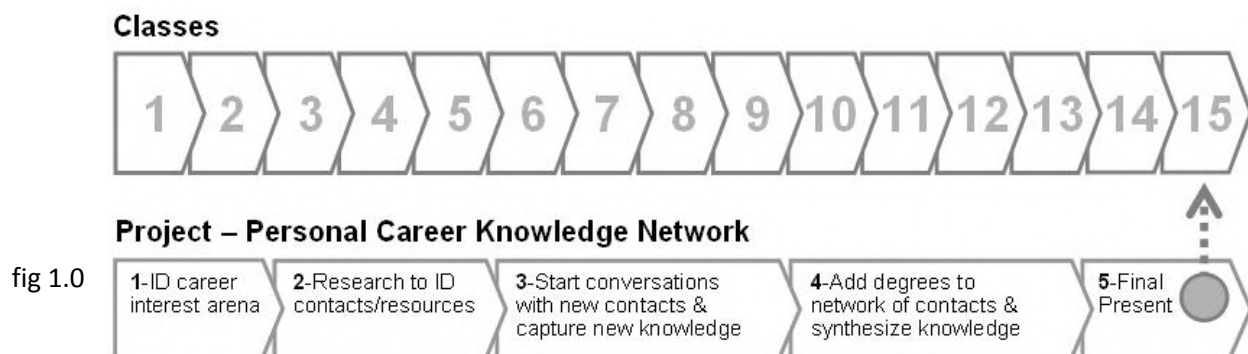
8/29 **Class 01** Introductions, syllabus, overview, goals, expectations, textbooks, supplies, etc.
Design Principles Discussion – Form Follows Function
106. *Form Follows Function* – beauty is purity of function
172. *Ockham's Razor* – choose simplest of functionally equivalent designs

New Principles Overview – Less is More
Assignment #1: Find examples of Less is More design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain in the next class).

Project Assignment – Phase 1: Identify an ATEC professional goal or academic area of interest (submit by Class 3 in two weeks).

9/05 **Class 02 Design Principles Assignment Critique – Less is More**
14. *80/20 Rule* – 80 percent of products use involves 20 percent of its features
102. *Flexibility-Usability Tradeoff* – as flexibility increases, usability decreases
224. *Signal-to-Noise Ratio* – choose design that has high signal to noise ratio

New Principles Overview – Design Process
Assignment #2: Find examples of Design Process design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain in the next class).

9/12 **Class 03 Project Progress Report**: Share with class area of personal interest (Phase 1).
Project Assignment – Phase 2: Research & identify target contacts (will review progress during Class 6 in three weeks).

03 cont. **Design Principles Assignment Critique – Design Process**

78. *Development Cycle* – heuristic steps of discovery
112. *Garbage-In-Garbage-Out* – quality output depends on quality info in
142. *Iteration* – repeated operations to reach desired result
150. *Life Cycle* – stages of product existence
194. *Prototyping* – simplified models to explore ideas
230. *Storytelling* – create imagery, emotions and understanding

New Principles Overview – Aesthetic Bias / part 1
Assignment #3: Find examples of Aesthetic Bias design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain in the next class).

9/19 **Class 04 Design Principles Assignment Critique – Aesthetic Bias / part 1**

20. *Aesthetic-Usability Effect* – aesthetic design perceived to be easy to use
32. *Attractiveness Bias* – why beautiful people excel
34. *Baby-Face Bias* – attraction to all things cute
184. *Picture Superiority Effect* – remember pictures better than words
212. *Savanna Preference* – aboriginal preference for open spaces

New Principles Overview – Aesthetic Bias / part 2
Assignment #4: Find examples of Aesthetic Bias design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

9/26 **Class 05 Design Principles Assignment Critique – Aesthetic Bias / part 2**

94. *Fibonacci Sequence* – sequence of numbers that are sum of two preceding
114. *Golden Ratio* – geometric theorem for balance in design
116. *Good Continuation* – Gestalt of perceived connectivity of elements
44. *Closure* – seeing groups of design elements as one large design element
58. *Constancy* – perception of constancy in spite of actual expression
144. *Law of Pragnanz* – tendency to interpret ambiguous info

New Principles Overview – Dimensional Perception Preferences
Assignment #5: Find examples of Dimensional Perception Preferences design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

10/03 **Class 06 Project Progress Report**: Show progress with network contacts (Phase 2).
Project Assignment – Phase 3: Start conversations with targeted contacts (will review progress during Class 10 in four weeks).

Design Principles Critique – Dimensional Perception Preferences

96. *Figure-Ground Relationship* – perceived objects in front of a field
176. *Orientation Sensitivity* – discrimination of directional elements
238. *Three-Dimensional Projection* – tendency to perceive world in 3-D
240. *Top-Down Lighting Bias* – tendency to understand source of lighting
250. *Visibility* – spatial cognitive understanding
260. *Wayfinding* – special information to enhance navigation

New Principles Overview – Aesthetic Toolbox / part 1

Assignment #6: Find examples of Aesthetic Toolbox design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

10/10 **Class 07 Design Principles Critique – Aesthetic Toolbox / part 1**

   24. *Alignment* – design elements align along hidden lines
   48. *Color* – symbolic meanings in color to manipulate and emphasize
126. *Highlighting* – bringing visual attention to design elements
132. *Iconic Representation* – icons improve recognition and recall
196. *Proximity* – info close together perceived to be related
226. *Similarity* – elements of similar nature seem related

New Principles Overview – Aesthetic Toolbox / part 2

Assignment #7: Find examples of Aesthetic Toolbox design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

10/17 **Class 08 Design Principles Critique – Aesthetic Toolbox / part 2**

   66. *Convergence* – synonym for stability in designed solutions
166. *Normal Distribution* – symmetrical data, bell-curve
160. *Modularity* – complex system divided into smaller compatible parts
208. *Rule of Thirds* – composition technique for balance
234. *Symmetry* – visual equivalence among elements

New Principles Overview – Psychology and Aesthetics

Assignment #8: Find examples of Psychology and Aesthetics design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

10/24 **Class 09 Design Principles Critique – Psychology and Aesthetics**

124. *Hierarchy of Needs* – stratification of aesthetic needs based on Maslow
158. *Mnemonic Device* – organize information to make it memorable
254. *von Restorff Effect* – well placed discontinuity to engage memory
108. *Framing* – manipulating how information is presented
174. *Operant Conditioning* – perceptional modification via range of stimuli
236. *Threat Detection* – natural abhorrence to negative imagery

New Principles Overview – Human Factors / part 1

Assignment #9: Find examples of Human Factors design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

10/31 **Class 10 Project Progress Report**: Progress with network conversations (Phase 3).
Project Assignment – Phase 4: Extend network conversations beyond first line of contacts and increase the depth of your active network. Track & grow your network over the next five weeks.

Design Principles Critique – Human Factors / part 1

  22. *Affordance* – physical design telegraphs use and function

80. *Entry Point* – obvious point of entry into a design i.e., front door
84. *Expectation Effect* – leading the audience to an expected result
152. *Mapping* – cognitive understanding to initiate actions
154. *Mental Models* – cognitive understanding based on experience
156. *Mimicry* – transferring understood properties to new things

New Principles Overview – Human Factors / part 2
Assignment #10: Find examples of Human Factors design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

11/07 **Class 11 Design Principles Critique – Human Factors / part 2**
170. *Performance Load* – greater the effort, greater chance of failure
180. *Performance vs. Preference* – optimum gives way to preference
188. *Progressive Disclosure* – sequentially disclosed information
198. *Readability* – quick understandability (reading level: 1st grade vs. college)
220. *Serial Position Effects* – info at ends more memorable than middle

New Principles Overview – Information Architecture / part 1
Assignment #11: Find examples of Information Architecture design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

11/14 **Class 12 Design Principles Critique – Information Architecture / part 1**
40. *Chunking* – clustering information & elements to make memorable
100. *Five Hat Racks* – ways to organize information
118. *Gutenberg Diagram* – general pattern of eyes reading information
122. *Hierarchy* – complex information organized and structured visually
146. *Layering* – organize info into related groups
148. *Legibility* – visual clarity, contrast, spacing etc. (think eye chart)

New Principles Overview – Information Architecture / part 2
Assignment #12: Find examples of Information Architecture design principles and send digital samples embedded in PowerPoint slide template to instructor before next week (be ready to explain to class).

11/21 **NO CLASS** – *Turkey Day / Travel Day*

11/28 **Class 13 Reference Morgue Sharing:** - make formal presentation of some of the content from your reference materials gathered all semester. (4-6 minutes)

Semester Long Project - Presentation Reviews
Final Project – Phase 5: Prepare slide presentation of your Personal Career Knowledge Networking activities and outcomes (will review requirements)

12/05 **Class 14 Design Principles Discussion – Information Architecture / part 2**
54. *Confirmation* – designed barriers to take next steps
60. *Constraint* – designed limitations to guide user
64. *Control* – put user in the driver's seat according to expertise
92. *Feedback Loop* – information return to modify future behavior

98. *Fitts' Law* – time to move target is size and distance
120. *Hick's Law* – time increases as alternatives increases

New Principles Overview – Significant Design Practice
Assignment #13: Find examples of Significant Design Practice principles and send digital samples embedded in PowerPoint slide template to instructor before next week (we will not share this in class - but be sure you have comments on your slides for assignment submission.)

12/12 **Class 15 Final Presentations: Personal Career Networking Report**
PowerPoint presentation of final networking (everyone required to attend)

12/19 **Exams**   We're scheduled for December 19th 7-9:45 *(We'll use this for overflow if needed)*

STUDENT ASSESSMENT & FEEDBACK

Because this course's emphasis will be on providing the student with an awareness and understanding of Design methods and practices, it is very important that students participate individually and collectively to insure that everyone has a successful leaning experience. Therefore, students will be evaluated on attendance, participation in class, assignments, and the quality of work completed from week to week. Assignments will be discussed throughout the course, with specific requirements spelled out. See grading breakdowns at the end of this document.

ASSIGNMENT SUBMISSION INSTRUCTIONS:

All assignments are due the MONDAY BEFORE CLASS - unless otherwise specified. **Professional presentation is required.** Submit your assignments in PPT or PPTx format Naming the file your LastNameFirstInitial_W00 **(ie SmithJ_W01.ppt)** - Use the Assignments section on the course eLearning site to submit your files.

Please note: each assignment link will be deactivated after the assignment due date and grace period. **Unexcused assignments past the cut-off date will not be accepted and are subject to a grade of Zero.** No deadline extensions will be granted without prior permission for extreme circumstance. Extensions are subject to deductions. For more details, see the section on Classroom Policies.

GRADING POLICY:

Students can check their progress in eLearning after the grades for each project module are released. I do not want to make mistakes in my grading and I want to be fair to all of the students in the class. However, I do not want to grade every paper or project twice. Therefore, there are three rules I use for discussion grades:

1. You must make an appointment to discuss any kind of grade issue. There is a 24 hour mandatory waiting period after you receive your grades during which we will not discuss grades. Specific grades are also not discussed during class, over the phone or electronically.
2. All requests for re-grades must be presented in writing with a description of what you want me to consider in the re-grade process;
3. When I re-grade a paper or project, I re-grade it in entirety, not just the areas of concern. Therefore, it is possible for the grade to go down as a result of a re-grade.

No extra credit is available.

Letter Grade	% Score	GPA Spread
A+	100-98	4.00
A Excellent	97-94	4.00
A-	93-90	3.67
B+	89-87	3.33
B Good	86-83	3.00
B-	82-80	2.67
C+	79-77	2.33
C Fair	76-73	2.00
C-	72-70	1.67
D Poor	69-60	1.00
F Failure	< 60%	0.00

Content Grading Weights	
30%	Attendance (15 at 2.0 points each)*
30%	Assignments (13 at 2.3 points each)**
10%	Ref Morgue (presentation to class)
30%	Network Project (report & present)

Last day to drop without a "W" - September 12

Last day to withdraw with a "W" – October 30

Drop Procedures (see http://utdallas.edu/student/registrar/calendar/)

If you are unable to complete this course, you should withdraw from it. Withdrawing from a course is a formal procedure, with a specific published deadline, which you must initiate. The instructor cannot do it for you. You must do this through the Registrar's Office.

ATEC CLASSROOM POLICIES

Communication	*Clarification*	*Respect*	*Responsibility*

- Students are to focus their attention on the subjects at hand in the classroom, i.e., lectures, presentations, discussions, and set aside all other activities.
- All open communication (talking) should be relevant to the subject at hand and have value to the class as a whole.
- Competitiveness between students will be friendly and encouraging at all times.

in other words…

Please be courteous with the use of cell phones, pagers and surfing in class. Please do not do your homework for other classes in this class. **There will be a "no devices on / classroom mode" policy during class lectures and presentations.** Failure to adhere to these policies will affect your attendance and participation grades.

Responses to electronic communications from instructor are expected within 48 hours. You should check your email *daily*. Please clearly identify the content of your message in the subject line and identify yourself, particularly at the beginning of the semester as we are getting to know one another. You must follow the rules of common courtesy in all email messages.

Respect your colleagues, this classroom and the instructor's role as your professor. This respect must be shown in any communication, both inside and outside of this classroom, be it written, verbal or nonverbal. Respect for outside speakers or a guest is mandatory. Failure to act appropriately when guests are present can result in you being asked to leave the premises immediately. Any student who engages in behavior that disrupts the teaching-learning process will be asked to leave the class and will have points deducted at the instructor's discretion.

Students are expected to have done weekly assigned readings and activities prior to class. You are to take responsibility for the level of work you produce, along with submission of that work, and for asking the instructor for help outside of class if you are having trouble with any aspect of the information.

Attendance at class is expected. Please discuss absences beforehand with instructor.

Participation is a vital part of the learning process. More than simply being physically present in class, participation includes asking questions about readings, answering questions, engaging in class discussions, and demonstrating a professional and positive attitude. Attendance and participation comprise as much as 60% of the overall grade.

In fairness to other students, late assignments will be penalized. ****All assignments are to be done in Microsoft's PowerPoint application, either the PC or Mac versions**. Free downloads of substitute versions will not be accepted and therefore will be counted as incomplete. The university bookstore has a student version of the entire Microsoft Office suite for a very affordable price. **Assignments not handed in on time will be docked 1.0 point (i.e., from 2.3 to 1.3) Therefore**, late assignments are highly discouraged. **Even with approved extension; late submittals can be fined up to 10% per day past a deadline.** To request an extension with prior permission for extreme circumstances, email instructor with the written request before the deadline. You must keep all correspondence.

An absence, limited lab access, being busy, forgetting, losing work or a computer crash are unacceptable excuses for poor quality or late work. Do not wait until the last minute to do your work. You might not understand a portion of the assignment; have an unexpected problem such as computer crash or server problem. Allow time to meet deadlines…from the fields of project management…it ALWAYS takes longer than you expect it to. Remember that technology is unpredictable.

UNIVERSITY POLICIES

Scholastic Honesty

The University has policies and discipline procedures regarding scholastic dishonesty. Detailed information is available on the UTD Judicial Affairs web page. All students are expected to maintain a high level of responsibility with respect to academic honesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty are strictly enforced.

Course Evaluation

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. An online instructional assessment form will be made available for your confidential use. Please look for the course evaluation link on the course Home Page towards the end of the course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. **Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.**

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). *This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.*

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46).

For more information about the fair use exemption and *Rules of Thumb* for education, see
http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services / AccessAbility Office

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.   The contact information for the Office of Disability Services is:

Office of Student AccessAbility
(972) 883-2098 (voice or TTY)

The University of Texas at Dallas,
Student Services Building 3.200
Mail:
800 W Campbell Rd. SSB32
Richardson, Texas 75083-0688

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college

or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm

Additional information is available from the office of the school dean.