HCI 445 User Research Methods

Winter 2022

Instructor	Course Information

Ken Douros, Instructor
College of Computing & Digital Media,
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Mobile phone: 847-284-7090 (emergencies only)
Office hours: Wednesday 4:30-5:30 PM
                Wednesday 9:00-9:30 PM
                Online or at CDM Center
                243 S. Wabash Ave, CDM 222
	HCI 445 Section 801/810
	Class time: Wednesdays, 5:45-9:00 PM
	                Hybrid Online / Asynchronous
	Room: 243 S. Wabash Ave, CDM 222
	Campus: Loop
	Course homepage: https://d2l.depaul.edu/
	
	Last day to drop with no penalty is January 16th.
	After that date, a grade of "W" will be assigned.
	Last day to withdraw from class is February 20th.
	Last day of normal class is March 13th.

Course Description

HCI 445 provides students with skills necessary to conduct, analyze and communicate user research. Topics include: (a) common methods for collecting user data (e.g., observation, interviewing, surveys); (b) analysis techniques to examine user research data; and (c) ways to document and communicate user research findings.

Learning Objectives (LO)

After participating in this course, you will be able to:

1. Conduct common user research methods and articulate their advantages and disadvantages
2. Select appropriate analysis techniques to examine data that emerge from methods
3. Effectively document and communicate user research findings.

Prerequisites

- IT 403
- HCI 440

Required Materials & Electronic Resources

Required Materials:

- Goodman, E., Kuniavsky, M., and Moed, A. (2012). *Observing the User Experience: A Practitioner's Guide to User Research (2nd Edition)*. San Francisco, CA: Elsevier.

- Student version of Atlas.ti: [Link to student version (currently $51.00 for a quarter - $99.00 for two years)](). You will need to provide proof that you are a student. Note, there is a free trial, but it is limited in how many files you can code and there is an online beta version that was currently free last I checked - but will not stay that way.

Recommended Optional Materials:
- Lazar, J, Feng, J.H., and Hocheiser, H. (2017). *Research methods in Human-computer Interaction (2nd Edition)*. West Sussex, UK: John Wiley & Sons.
- Salkind, N. J, (2016). *Statistics for People Who (Think They) Hate Statistics (Sixth edition)*. Sage Publications: San Francisco, CA, USA
- Additional readings will be posted on D2L (content area).

Class Format

Each week, class consists of both pre-recorded lectures covering new learning materials and an associated workshop / discussion session. Each set of pre-recorded lectures within a given week lasts roughly 60-90 minutes across several videos, all of which will be posted 1 week before the associated live discussion session. Workshops or discussion sessions also typically last approximately 60-90 minutes each, and may include breakout rooms. Students are expected to have viewed the recorded lecture and completed any pre-work before the live sessions.

- Because the 1st portion of the lecture is pre-recorded, you may watch it any time prior to the scheduled class time. It is strongly recommended to watch each lecture ~2 days before the workshop / discussion section as there may be some minor (ungraded) preparation or pre-work.
- While each week will include a "live" session, three of these will be face-to-face sessions held in room 222 of the CDM Center in the Loop campus. These will also support synchronous videoconference participation. Specific dates for the live sessions will be posted on D2L; all other sessions will be conducted remotely unless we agree otherwise as a community.
- You are not required to attend the F2F/videoconference meetings "live" for synchronous participation. However, if you are unable to participate in live sessions, you are expected to watch the recorded online meetings (and of course the pre-recorded lectures) and complete a weekly quiz (available in D2L) that will substitute for class participation.
  - Live videoconference meetings may be accessed via Zoom links that will be posted on D2L.
  - Recorded discussions & workshops will be made available upon conversion within the videoconferencing tool (assume next day at the latest) and hosted on Panopto, also accessible through D2L.

Success and enjoyment of this class depends on your participation, so I strongly encourage participation and cooperation from each student. You will obtain the most value and networking opportunities from the course if you are willing to collaborate and learn from one another.

Class Policies & Expectations

Attendance:

- You are expected to attend in person OR view all videoconference classes and participate in class activities as scheduled. If you cannot attend the live videoconference class, there will be a weekly quiz available that will allow you to indicate that you viewed the recording.

Instructor availability:

- The best way to contact me is through email or the class discussion forum. You may reach me at kdouros@depaul.edu.

Late assignments:

- Late assignments will NOT BE accepted. Only exceptions are for extraordinary events. If you feel that you have experienced an extraordinary event that will prevent you from turning in your assignment, email the instructor a minimum of six hours before the due date. When we say extraordinary, we really mean it.

Readings:

- You are expected to read all the required readings BEFORE class and to participate in class discussion. The readings will help with the assignments so read before class.

Civil Discourse:

- DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Team Management and Behavior

Teamwork is an integral part of this course. The primary purpose of teams in this course is to provide diverse perspectives and skills for the coursework, not to reduce the amount of work done by individual students. Whenever possible, all team members should attempt every element of the coursework, then the team as whole should combine the individual efforts into the final product for submission. This gives all students experience in every element of the course, and provides a richer and more coherent final product.

Since team sizes are small, teams are encouraged to use a consensus approach to decision making:

- Discuss and weigh the pros and cons of each decision option;
- Work toward the options that have the most benefit for the project;
- When it is clear which option is most suitable, work with its opponents to help them accept it—persuade, do not dictate.

Consensus takes more time than majority rule by vote but reduces team friction and generally is more effective for small teams.

Team Peer Reviews

It is expected that all members of a team participate fully and equally in all team planning efforts, meetings, decisions, and coursework. To encourage and assess this participation, the course utilizes a confidential online Peer Review system. The following team member participation criteria are evaluated in the Peer Review:

Initiative: Was the individual a leader in organizing the project effort or did the individual take initial actions to successfully get the project started?

Reliability: Did the individual attend required meetings, promptly answer email, and provide materials when they were due?

Quantity of work: Did the individual contribute an average (expected) amount of work, contribute more work than other team members, or contribute less work than others?

Quality of work: Did the individual contribute work that required little additional editing or few corrections?

Support of learning: Did team members learn from the individual, possibly through informed discussion or constructive feedback? Did the person contribute to a supportive environment where thoughts and ideas were welcomed?

Students receive credit for completing each Peer Review. However, if you rate everyone a 25 or a 0, your evaluations will not be counted and you will not receive credit for the peer review—the instructor expects thoughtful evaluations.

For the results of Peer Reviews that are applied toward coursework grades, the following grade adjustment policy applies:

The average of the scores you receive from your team members acts as a multiplier for the relevant coursework. The scores you give to yourself are not included in the average. The following gives the resulting percentage of the coursework element grade you receive based on your average Peer Review score from your team members:

- Average score of 15 to 25 points: 100% of coursework element grade
- Average score of 11 to 14 points: 90% of coursework element grade
- Average score of 6 to 10 points: 80% of coursework element grade
- Average score of 1 to 5 points: 70% of coursework element grade
- Average score of 0 points will be investigated

- Much of your grade is based on your group project. Therefore, it is imperative that you significantly contribute to your team project. I have built in several checkpoints to mitigate slacking (see assignments). However, in EXTREME cases, if group members have clear evidence that another member is not contributing in a substantial manner to the project, they can formally "fire" that team member.
- First, the team should formally communicate their concerns and evidence of lack of engagement with the instructor via email, copying all the members other than the one in question. The instructor will then send ONE written warning to the team member. If the team member in question still does not participate in a satisfactory manner, the group should send me another email with evidence of lack of participation and again explaining the circumstances. The team member will then receive written notification from me that they have been removed from that group. A removed member will still be required to submit the same assignments on the syllabus on the same topic as their former group, but will automatically lose 40% of the points for ALL previously received submissions for the team project.

Academic Integrity Policy and Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at http://academicintegrity.depaul.edu/.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic grade of 'F' in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else.

Instructor Policy Extensions: Academic Integrity Policy and Plagiarism

All assignment submissions to D2L are subjected to automated plagiarism analysis using Turnitin. Analysis results are visible to the student.

Students must complete a short Academic Integrity Awareness Quiz before submitting their first assignment. If you have any questions about what constitutes an academic integrity violation or what its consequences might be, please be sure to have these questions answered before submitting your first assignment.

Student rights:

- You have rights as a student. To learn about these rights please read DePaul's policies for students regarding student rights, located here: Handbook

Time Budget

Students should allow approximately 3-4 hours of work outside of class for each scheduled hour of class; this works out to 10-12 hours each week (on average) for most students. Team meetings and team assignment collaboration may increase the amount of time required.

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) on the Loop Campus at:

> 25 East Jackson Boulevard
> Lewis Center, Suite 1420
> Chicago, IL 60604-2287
> Phone: (312)362.8002
> Fax: (312)362.6544
> TTY: (773)325.7296
> Email: csd@depaul.edu

Online Instructor Evaluation

Instructor and course evaluations provide the best way for students to provide valuable feedback that can improve teaching and the learning environment. Detailed feedback can help the instructor to build on the elements of the course that are strong and improve those that are weak, tailoring teaching methods and materials to those aspects the students find most valuable. Positive comments identify those areas that are most valuable and can even be further emphasized; constructive criticism provides the opportunity to revisit course materials or methods and make modifications to improve the course content. The evaluation of the instructor and course provides you an opportunity to make your voice heard the quality of teaching at DePaul. The evaluations are anonymous; while you will continue to receive periodic reminders to participate, the instructor and administration will not be able to associate ratings with any particular respondent. Students are encouraged to complete the evaluation online in CampusConnect and make your voice heard!

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under *News* in D2L and sent via email.

Evaluation & Grading Summary

Coursework includes the following components:

Coursework	Grade Proportion
Individual Contributions	
Individual Attendance & Participation	10%
Idea Report	10%
Individual Homework & Team Assessments	25%
Total Individual Contributions	**45%**
Team Contributions	
Group Formation & Team Contract	2%
Group HW #1: Observation (all parts)	10%
Group HW #2: Interviews (all parts)	15%
Group HW #3: Surveys (all parts)	28%
Total Team Contributions	**55%**
Total	100%
Extra Credit	*+10%*

Individual Contributions   Total of 45 points (45%)

Attendance & Participation (including CITI certification)   10 points (10%)

The structure of this course relies greatly on the contributions of the students. There are six components to participation:

1. *Bio*   *1 point*
   For week one, all students are required to post a bio online to the d2l discussion board by the videoconference class meeting in week one.

2. *Real-time Class/Zoom Attendance OR Quiz (0.5-point each week for 10-weeks)*   *5 points*
   While you are not required to attend the Videoconference meetings, I will expect you to have watched the recordings. I will post a short quiz for those who did not attend to-be-completed by the following week's class.

3. *Participant Pool Signup (1 point)*   *1 point*
   Research Study Involvement (.5 points each for 2x30-minute studies)   *1 point*
   In week one you will join the CDM/COMM participant pool; information available here . Participant pool is located here . You are expected to participate in at least two other HCI 445 group's projects. All studies will be conducted remotely this quarter.

   NOTE: you have the option of requesting an essay assignment if you do not want to participate in peer student projects, but you will find participation in someone else's research to provide valuable insight into the participant perspective on user research.

You can also receive extra credit up to two points for participating in additional studies. You will receive 0.5 points for every 30-minutes study (some studies are listed for an hour or more and would be worth more points).

4. *CITI certificate for human subjects training (UNGRADED)*   *2 points*

While this is ungraded, it is necessary to pass the course and required to be able to work with human participants.

To complete the training go to the CITI Certification site at https://www.citiprogram.org. Select the Register button in the header. In the first field start typing DePaul and select DePaul University. Create your user name and password. Take the "Human Subjects Research (HSR)" course -> Social-Behavioral-Educational (SBE) Basic.

THIS IS A FREE TEST (do not pay anything. After you complete all the modules, you will be presented with two options for a 'Completion Report'. Submit a PDF or Screen-cap of a Completion Report to the D2L submissions folder.

Note that the Idea Report consists of a paper with lightweight literature review, video presentation of your idea and parallel posting of your paper content to the Discussion Forum for other students to review. This is your idea for a team project and will set the direction for the bulk of your efforts in this class. See Rubrics for grading details. Word docs only (no PDFs).

Written portion of the Idea Report needs to include:

- **The Domain** (e.g. sports league, distance learning, apartment hunting, condo association)
- **Target Users** (e.g. Chicago coffee drinkers, Commerce majors at DePaul)
  - Include how you plan to recruit users
- **Problem(s) you would like to solve** (e.g. scheduling games, posting teaching materials, comparing apartments, announcing events and policies)
- **High-level Research Question(s) for the project** (e.g. How can a technology-based product/service help people with [your problem])
- **Other Products/Experiences in the same space** (at least two - and PLEASE specify why their product DOES NOT address the problem you are trying to solve)
- **Similar projects in the academic literature (not always applicable) and/or related popular literature that supports that this is a problem** (e.g. if you were planning on a solution for global warming you might cite articles that support that as a problem). You must include at least five papers/articles (bibliography).

  Write 3-5 sentences for each paper/article stating:
  - Purpose of the paper/article (e.g., "The objective of this paper was to …")
  - Why this paper/article is relevant
  - How the paper/article is helpful for your understanding of the problem space
  - Be sure to include the full citation - use something standard like APA.

You will submit the report to the submissions folder AND cut and paste to the discussion thread on D2L. Be sure to check out the student examples from previous courses in the content area of D2L.

NOTE: This course is NOT about predicting a solution. This class is about exploring the problem space with an emphasis on 'implication for design'. Please, no mention of apps or websites - those are solutions.

Be sure to think about access to participants! Each person in each team will need to recruit at least two people for observation and two people to interview. Additionally, as a team, you will aim to recruit at least 30 respondents for your survey.

Presentation (1 point) - All students will post a one-minute video presentation on an online video-hosting site, (e.g., YouTube). You will cut and past the link in your discussion thread.

Voting (1 point) - use the survey link that I will post to vote by the deadline. You can vote as many times as you would like - I will only consider the latest entry (up to the due date).

Individual Homework Assignments   25 points (25%)

1. *Observation Frameworks Homework*   *3 points*
    Compare and contrast the Contextual Inquiry and AEIOU observation frameworks.

    Observe someone in your family or a friend cook / make something to eat or complete a
    household chore, or a barista in a coffee shop, or a bartender at a local bar, and using the AEIOU
    or CI frameworks scaffold what kind of data you collect.

2. *Data Coding Homework*   *4 points*
    Create an Atlas.ti file, import all the therapists' answers and perform the three steps of open
    inductive coding (descriptive coding, affinity diagramming and theme development) on all the
    documents.

3. *Statistics Homework*   *15 points*
    This is a long assignment, but the recorded videos walk you through most of the questions. Be
    sure to start early on this homework to make sure you understand the questions and can follow
    along in the videos.

    Variable definition, measures of central tendency, R or SPSS basic calculations, correlation,
    hypothesis testing, t-tests, ANOVA, Chi-square calculations, Mann-Whitney U, Kuskall-Wallis H,
    Scenario definition and basic study design.

4. Team Member Assessments (1 point each for 3xTeam Project Submissions)   3 points
    With each report, you will also individually submit an assessment of team member contributions
    to that portion of the project (see D2L content area for Team Member Assessment template).
    This is both for you to reflect on contributions of your team members (and yourself) and for me
    to assess team performance and possible intervention. Note that low contribution scores will
    impact grades for each assignment, especially the final project. (I will explain this more in our
    Videoconference meetings).

Multi-part Team Project (not counting individual participation)   55 points (55%)

See Rubrics for grading details.

The course-long project will be split into team formation and five team deliverables:

1. Team Formation & Contract   2 points
2. Observation Report & Cover letter   10 points
3. Interview drafts, in-class review, and Schedule   5 points
4. Interview report & Cover letter and Team review   10 points
5. Survey drafts and Schedule   8 points
6. Final report & Cover letter   20 points

All of these assignments will be co-authored deliverables, in which everyone on the team will receive the same grade, subject to modification based on team member assessments of contributions

1.   Team Formation & Team Contract   2 points (2%)

Each team should review, complete & sign the Team Agreement template. Team Agreement and Codes of Conduct may be modified as agreed upon by the team, but all team members should clarify availability, communication methods and sign their commitment on a single copy of the document before submitting.

2.   Observation report + Cover Letter: Phase 1   10 points (10%)

Each team will conduct a minimum of six observations or two observations per team member (whichever is greater). Observations can be conducted in teams, pairs, or individually. Refer to the class lectures for a more complete explanation of the report sections.

3000-word limit max: Includes the following sections: Executive Summary, Introduction, Methods, Findings, and Discussion. Word limit DOES NOT Include Appendices, TOC, and Bibliography.

Team Deliverables (10-points):

- Cover Letter (use the template)
- Table of Contents (use the styles in Word and the TOC tool to create this)
- Executive Summary
- Introduction: motivation for your project (domain, problem, targeted users), review of competition and related literature. Introduction needs to include your research question(s).
- Methods (Observation): how you collected your data. Be sure to include in this order:
  - Description of your participants, how you recruited and that you used informed consent
  - Description of your data collection methods
  - Description of your analysis methods
- Findings. Be sure to include (and illustrate) at least one sequence model/task analysis/ activity sequence. Findings should relate directly to your research question(s). It is important that the findings are organized into themes.

- Discussion: (1) summarize your motivation (tie back to the literature) – 1-2 lines is sufficient; (2) your top-level findings (a line or two each) and their implications for design; (3) limitations and future work.
- Bibliography
- Appendix:
    - Blank Informed Consent form
    - Observation protocol
    - Affinity diagram

Do not forget the Team Member Assessment form to be completed by each team member
- Team Member Assessment forms are to be submitted individually and not part of the team deliverable.

3. Interview Drafts & Schedule   5 points (5%):

Team Deliverables:
- Team members will bring initial drafts of your questions to discuss in the Videoconference meeting in Week #6. (2 points)
    - Team participation in review of companion team interview protocol.
- A revised draft of your questions with your interview protocol/script (including your introduction) and schedule for interview milestones to meet complete all interview activities. (3 points)

4. Interview Report, Team Review & Cover Letter   10 points (10%)
I will NOT grade this report; however, I will review the cover letter and the persona/profiles. You will review each other's reports (see section D below).

The Interview Report will include a revised version of the Observation Report (based on my feedback) with all the same sections. You will update ALL of the report sections including the Executive Summary.

Each team will conduct a minimum of six interviews or two interviews per team member (whichever is greater).

In your report, you will evaluate your interviews in TWO ways: (1) using inductive techniques to develop themes; and (2) using spectrums for your initial draft personas. It is important that your report on the interviews states the findings organized into themes and those themes are reinforced with quotes from your participants.

Team Deliverables - Report and Cover letter (5 points):
- Cover Letter (use the template) - include your persona drafts
- Table of Contents (use the styles in Word and the TOC tool to create this)
- Executive summary
- Introduction: motivation for your project (domain, problem, targeted users), review of competition and related literature. Introduction needs to include your research question(s).

- Methods (Observation): how you collected your data. Be sure to include in this order:
    - Description of your participants, how you recruited and that you used informed consent
    - Description of your data collection methods
    - Description of your analysis methods (affinity diagram - include a picture if appropriate).
- Findings. Be sure to include (and illustrate) at least one sequence model/task analysis/ activity sequence. Findings should relate directly to your research question(s). It is important that the findings are organized into themes.
- Discussion: (1) summarize your motivation (tie back to the literature) – 1-2 lines is sufficient; (2) your top-level findings (a line or two each) and their implications for design; (3) limitations and future work.
- Bibliography
- Appendix:
    - Blank Informed Consent forms for each phase of the research
    - Observation protocol
    - Interview protocol
    - Persona/profile drafts
    - Persona/profile spectrums

The phase 2a report has 5000 word limit. Word count DOES NOT include Appendices, TOC, Bibliography or Persona/Profile drafts.

Team Deliverables - Peer Team Review (5 points):
To review the other team's report, meet as a team and read their report out-loud. One team-member should be the scribe, making inline notes while going through it. The review is worth 4-points based on the thoroughness. I expect a lot of comments and edits for the other team.

Do not forget the Team Member Assessment form to be completed by each team member
- Team Member Assessment forms are to be submitted individually and not part of the team deliverable.

5. Survey drafts & Schedule   8 points (8%)

Team Deliverables:
- Team members will bring initial drafts of your survey questions to discuss in the Videoconference meeting in Week #9. (3 points)
    - Team participation in pilot test or review of companion team survey materials.
- A revised draft of your survey questions that also includes information about (a) the testable hypotheses derived from your research questions that you will analyze (the hypothesis should have implications for design), (b) which survey questions you will use to test your hypotheses using a t-test, Mann-Whitney U, Chi-squared test, ANOVA, and/or Kruskal-Wallis (or other) (c) survey intro with consent language, and your (d) inclusion and exclusion criteria (1 point each)
    - A schedule on your meeting dates and how you plan to meet the milestones we discuss in class (1 point).

6. Final report & Cover Letter   20 points (20%)

Team Deliverables - Report:

- Cover letter (use the template) – 1 point
- Table of Contents (use the styles in Word and the TOC tool to create this)
- Executive Summary
- Introduction: motivation for your project (domain, problem, targeted users), review of competition and related literature. Introduction needs to include your research question(s).
- Methods (Observation): how you collected your data. Be sure to include in this order:
    - Description of your participants, how you recruited and that you used informed consent
    - Description of your data collection methods
    - Description of your analysis methods (affinity diagram - include a picture if appropriate).
- Findings. It is important that your findings are organized into themes. The best reports collapse the findings from all three methods into combined themes (as opposed to organizing the section into method steps). It is fine to include the personas in the Appendix if you would like.

    Include/add from the last (interview) report:

    - Your survey findings:
        1. describe using descriptive statistics,
        2. test at least one hypothesis using an inferential statistic test and
        3. your open-ended questions.
    - Finished personas/profiles (these can be in the Appendix or in the Findings)
    - User Scenarios
    - Feature Matrix
    - Experience Maps (one for each persona following the scenario)
- Discussion: (1) summarize your motivation (tie back to the literature) – 1-2 lines is sufficient; (2) your top-level findings (a line or two each) and their implications for design; (3) limitations and future work.
- Bibliography
- Appendix:
    - Blank Informed Consent forms for each phase of the research
    - Observation protocol
    - Interview protocol
    - Persona/profile spectrums

7500 word limit max: Includes the following sections: Executive Summary, Introduction, Methods, Findings, and Discussion. Word limit DOES NOT include Appendices, TOC, Bibliography or Personas.

Do not forget the Team Member Assessment form to be completed by each team member

- Team Member Assessment forms are to be submitted individually and not part of the team deliverable.

Extra Credit Opportunities   up to +10 points

1. *Personas & Surveys Extra Credit HW*   *+4 points*
   Survey error, Survey question improvement

2. *Scenarios & Interview Extra Credit HW*   *+4 points*
   Scenario definition, Interview protocols, HCI data collection and analysis preferences

3. *Research Study Involvement (.5 points each for each 30-minutes of participation)*   *+2 points*
   While you are required to participate in at least two other HCI 445 group's projects as part of
   your individual contribution grade, you can also receive extra credit up to two points for
   participating in additional studies. You will receive 0.5 points for every 30-minutes study (some
   studies are listed for an hour or more and would be worth more points).

Grading Scale

Final letter grades will be given based on the following minimum percent of total points earned:

If the final numeric grade is less than:	And greater than or equal to:	The final letter grade is:
-	93	A
93	90	A-
90	87	B+
87	83	B
83	80	B-
80	77	C+
77	73	C
73	70	C-
70	67	D+
67	60	D
60	0	F

Grading and Final Grade Posting

Grading during the quarter is completed as soon as possible, usually within one week of assignment
submission. Final grades will be posted as soon as possible after the end of the quarter, but not later
than 25 March 2022 at 11:59 PM.

Grade Responsibility

Every effort is made to provide the student with the resources and support needed to succeed in the
course. Grades are assigned fairly and impartially based on the coursework submitted by the student,
without regard to external circumstances such as GPA goals or employer tuition reimbursement
minimum grade requirements. It is the student's responsibility to earn his or her final grade. Please do
not ask for a grade which you do not earn.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of 'F' after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Instructor Request: Withdrawal*

Because of the strong inter-dependency among team members and teams, please notify me and, if you choose, your other team members, as soon as possible after any decision to withdraw from the course. This will allow me to make appropriate adjustments to teams to accommodate the loss of a team member.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter

- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Coursework Grade Review Requests*

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a coursework grade, the student or team may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's or team's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor handles grade review requests and responds to the student with a review decision as soon as possible.