INF 385T Accessible User Experience *(27710)*

Spring 2024

Class Time: Thursdays, 6:30-9:30 PM
Instructor: Georgette Sullivan

Class Location: UTA 1.208
Pronouns: G/Her/She

Office Hours: Online or by appointment
Email: georgette.sullivan@austin.utexas.edu

Teaching Assistant: Riya Gupta
Office Hours: Online or by appointment

Email: riya.gupta@utexas.edu

Course Description

University Catalog Course Description

An in-depth course in UX with a concentration on digital product accessibility and inclusive design. Students will understand the foundations, functional requirements, and practical applications of Accessibility and how they can be effective members of the teams that employ accessibility practitioners.

Pre-requisites for the course

Graduate Standing

What will I learn? (Learning Outcomes)

Attitudinal Outcomes

Students will continue to develop an attitude of open-mindedness, empathy, understanding, and respect, by promoting the inclusion of People with Disabilities(PwD) in their teams, research, and design.

- By learning to actively seek out and engage in conversations with individuals with disabilities, asking questions to better understand PwD experiences and needs, and demonstrating a genuine interest in different perspectives.

- By acknowledging and appreciating the diverse talents and capabilities of people with disabilities, and actively supporting and encouraging their participation in their teams, research, and design process.

- By challenging preconceived notions and stereotypes about disabilities, actively seeking out alternative viewpoints, and demonstrating an open-minded approach in discussions and collaborative activities that involve individuals with disabilities.

Skills and Knowledge Outcomes

Students will identify mismatches between people and their experiences by comparing and contrasting the perceived accessibility of a physical and a digital experience, demonstrating their analytical skills in evaluating inclusivity across different modalities.

- By assessing and comparing the accessibility features of a physical space and a digital interface, then

creating a well-organized analysis that highlights the strengths and weaknesses of each experience in terms of accommodating individuals with diverse needs.

Students will be able to test, identify, and remediate the accessibility of websites and digital products.
- By learning to use automated accessibility testing tools and understanding how to do manual test websites and digital product experiences. Identifying design solutions that can turn an inaccessible experience into an accessible one.

Students will learn how to design and annotate UI design components within a design system so that product and website teams can design and develop products for diverse users.
- By creating and documenting UI components for a design system, including annotating UI design components such as keyboard navigation, and providing comprehensive annotations and guidelines that empower the product team to implement accessible designs in their software and website development.

Students will be able to apply inclusive design theory in researching and designing a product experience, demonstrating their proficiency in creating solutions that prioritize accessibility and diversity.
- By developing a comprehensive understanding of inclusive design principles, students will apply this knowledge to conduct user research that actively includes individuals with diverse needs. They will then design a product experience that addresses the identified challenges, ensuring inclusivity by designing for one and extending to many. The students will showcase their achievements through a well-documented design process that includes research findings, design iterations, and a final inclusive product prototype. They will present their work using storytelling to ensure that they engage and influence the audience.

How will I learn?

Teaching Modality Information

"Learning Modality Type" is defined as the method of student participation in instruction. In this course, the mode will be "in person." This means the student is attending school by physically sitting in the classroom inside the school building and receiving face-to-face instruction.

Participation includes the following:

- Readings
- Lectures
- Discussions
- Simulations/practice exercises of methods and techniques common to Accessible User Experience
- Both individual and group learning projects and/or presentations.

We meet one night each week for 3 hours together in room 1.208. All classes are recorded via Panopto with transcription. The slides and presentation resources are uploaded to Canvas after each session.

Classroom expectations

Your preparation for discussion and participation is essential for you and your success.

Here are some ground rules:
Respect for others is vital. You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create a safe atmosphere, valuing of one another, and be open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural

differences, are unacceptable.

Participation/Engagement. Thinking is not a spectator sport. You need to participate in class by communicating your understanding and testing others' understanding with questions and dialogue. This course requires active participation, which is crucial to your success in becoming a critical thinker. The more you put into it, the more you will get out of it. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussions, and putting your best effort into both formal and informal assignments.

Absences

Being present is critical to achieving our goals for this course. You are welcome to utilize one (1) class absence during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.

Excused Absence

Absences will be considered excused if they are for religious holidays or extenuating circumstances due to medical or family emergencies. If you plan to miss class due to observance of a religious holiday, please let me know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may arrange for a meeting to discuss them. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Statement on Learning Success

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT.

Communications

Please contact me via my UT Email Account: georgette.sullivan@austin.texas.edu. We will use a Canvas site found at utexas.instructure.com to make announcements, however, I will **not** respond to Canvas messages. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

Asking for Help

I will help you in any way possible. This means I will make myself available as much as possible. Please contact me via my UT Email Account: georgette.sullivan@austin.texas.edu. If I do not respond within 24 hours, please email me again, I will not be offended.

Diversity, Equity, and Inclusions (DEI)

I intend that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength, and benefit to all students. Please come to me at any time with any concerns.

Disability and Access

Please let me know if you experience any barriers to learning so I can work with you to ensure you have an equal opportunity to participate fully in this course. If you are a student with a disability or think you may have a disability, and need accommodation please contact Disability & Access (D&A). Please refer to the D&A website for more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodation needs in this course.

Statement on Flexibility

In acknowledgment of COVID-19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

If you experience any hardships such as illness, accident, or family crisis please know that these policies may be amended. Therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing this with me, please visit Student Emergency Services. For additional campus resources, please visit protect.utexas.edu.

Student Rights & Responsibilities
- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, and to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded, or diminished in any way.

With these rights come responsibilities:
- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Course Requirements

Required Materials

Textbooks:

Mismatch
Author: Kat Holmes

Inclusive Design for a Digital World: Designing with Accessibility in Mind
Author: Regine M. Gilbert

Various web materials, and links provided in context to course topics.

Class materials, supplemental resources, grades, and announcements will be posted on the course Canvas site https://utexas.instructure.com/

Have fun! This course is an opportunity to learn about exclusion and equip you with the knowledge and skills to design accessible and inclusive experiences. Some of what we learn and discuss may be uncomfortable. It is OK to express your discomfort or to take a break from the discussion.

Assignments

Assessment of your learning will occur through a variety of venues including homework assignments, quizzes, and class/team participation.

Assignment	Points Possible	Percent of Total Grade
Participation + Attendance	140	15%
Quizzes 1. The Importance of Title III to Researchers and Designers 2. 1-N Guest Speakers 3. Final Summative Quiz	50 50 each 100	15%
Individual Assignments 1. Identifying Mismatches 2. Accessibility Audit	100 100	30%
Semester Long Group Project 1. Assignment 3A: Generative User Research PwD 2. Assignment 3B: Accessible Design System 3. Assignment 3C: Designing Accessible Experiences 4. Assignment 3D: Evaluative User Research PwD	100 100 100 100	30%
Assignment 3: Group Presentations of Designing for PwD Extending to All	100	10%

1. Homework Assignments
   Homework Assignments range from observing the exclusions in the real and digital world, building empathy for those excluded, and evaluating and auditing digital experiences. (70% of your grade)

2. Quizzes
   There are no formal exams in this course. There are Quizzes based on the assigned readings and lectures. (15% of your grade)

3. Participation + Attendance
   For this class, participation means *obvious* engagement. We understand that folks "engage" in different ways – some like to talk it out, some like to listen and absorb, and some write it down for later digestion. When we say "obvious engagement", we mean being punctual, alert, and attentive. Just to be clear, clues to us that you are not engaged and participating include head down on the desk, texting or generally having a mobile device in your hand, not being a contributing member of small teamwork we do in class, or talking amongst your classmates about something not related to what we're discussing. (15% of your grade)

Course Schedule

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at https://utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

https://utexas.instructure.com/courses/1389649/pages/accessible-user-experience-2024

Changes to the schedule or assignments may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Grading Policy

Late Work

All work is considered on time if it is submitted to Canvas when due. Typically due dates are midnight on Fridays. No work will be accepted through email or other communications. An assignment submitted after the due date is subject to a 10% deduction for every 24 hours it is late.

Use of a Curve

There is no curve for this course.

Extra Credit

There is no extra credit available for this course.

Course Grading

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%

Grade	Cutoff
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Policies and Disclosures

Academic Integrity Expectations

Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about the academic integrity standards, tips for avoiding a potential academic misconduct violation and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course. To learn more about what plagiarism is and how to avoid it, see the Avoiding Plagiarism tutorial developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

Use of ChatGPT and other AI Tools

The work you submit must be your creation. Your work will naturally be informed by others. When it is, you must be sure to acknowledge this influence through appropriate citation. In the past, the "work of others" was always created by another human. These days, artificial intelligence (AI) tools can be used to generate text, code, and mages in response to a prompt. Such automatically generated text is not your work and cannot be submitted as if it is. Work generated by AI tools like ChatGPT is a source that may inform your writing, just as books, papers, lecture notes, websites and the results of Google searches can.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the ITS Service Desk .

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Basic Needs Security

Any student who faces challenges with food insecurity or financial hardship and believes this may affect their performance in the course is urged to visit UT Outpost for support. UT Outpost, is a free on-campus food pantry and career closet for all currently enrolled UT students. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be allowed to complete the missed work within a reasonable time after the absence.

Names and Pronouns

Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you have asked to be used for you (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit this site. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. More resources are available on the Gender and Sexuality Center's website, www.utgsc.org.

Land Acknowledgment

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas. For resources and calls to action, visit this site.

University Resources and Supports for Students

Disability & Access

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in

the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit https://cmhc.utexas.edu, call 512-471-3515, or see information on specific resources below.

- CMHC 24/7 crisis line: 512-471-2255 (CALL)

- National Suicide Prevention Hotline: 988

- Locate your college's CARE counselor: https://cmhc.utexas.edu/CARE.html

- 24/7 confidential real-time virtual counseling available via chat and phone: https://cmhc.utexas.edu/myssp.html

- CMHC groups and classes: https://cmhc.utexas.edu/groups.html

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit https://healthyhorns.utexas.edu or call 512-471-4955.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to strengthen their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, public speaking, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit https://ugs.utexas.edu/slc or call 512-471-3614 (JES A332).

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at https://deanofstudents.utexas.edu/emergency/ or by calling 512-471-5017.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent

high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

Wellbeing Resources
Longhorn Wellness Center resources for self-care
Virtual Mindfulness and Stress Reduction Activities
Undergraduate Writing Center: http://uwc.utexas.edu/
UT Libraries: http://www.lib.utexas.edu/

Important Safety Information
If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at https://safety.utexas.edu/behavior-concerns-advice-line or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and covid-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to prioritize their personal well-being.

- UHS provides symptomatic COVID-19 testing for students. Schedule your appointment by calling 512-471-4955 or online within the MyUHS patient portal. Learn more about symptomatic COVID-19 testing here.

- Disposable masks are available for students at the William C. Powers, Jr. Student Activity Center and Texas Union hospitality desks.

- The exposure action chart offers guidance on what to do if you have been exposed to someone who has COVID-19 or if you test positive. If you experience symptoms, stay home and isolate and follow the instructions for symptomatic in the chart.

- Stay up to date on COVID-19 vaccinations by getting all available boosters when eligible. Vaccines are available through University Health Services.

- Additionally, UHS maintains up to date resources on COVID-19, which can be found here:

- COVID-19 Information and Resources

Carrying of Handguns on Campus
Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry.

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in

most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, one-on-one conversations, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources or academic accommodations, in the Title IX Office, please email supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources, and academic accommodations to pregnant, nursing, and parenting students.

 For more information about reporting options and resources, visit http://www.titleix.utexas.edu, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Campus Safety

The following are recommendations regarding emergency evacuation from the Office of Campus Safety, 512-471-5767

- Students should sign up for Campus Emergency Text Alerts at the page linked above.

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instructions of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

- For more information, please visit the [Office of Emergency Management](#).