Spring 2022 - Accessible User Experience

1. Course Details and Contact Information

Course Section: INF 385T Accessible User Experience
Class Schedule: Wednesdays 6:00-9:00 PM
Room: PAR1
Instructor's Name: John L. Neumann, Ph.D.
Office Hours: Online or by appointment (Preferably use email to set up a meeting)
Email: john.neumann@austin.utexas.edu or via Canvas
Teaching Assistant: Divya Mirchandani
Email: divyamirchandani@utexas.edu or via Canvas

2. 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 who employ A11y practitioners.

3. Required Texts & Materials

Textbook: Inclusive Design for a Digital World: Designing with Accessibility in Mind (Design Thinking). Author: Regine M. Gilbert
Secondary Text: Mismatch. Author: Kat Holmes
Optional: A Web for Everyone. Author: Sarah Horton
Optional: Measuring the User Experience: Collecting, Analyzing, and Presenting Usability Metrics. Author: Thomas Tullis; William Albert
+ Various web download materials. I'll provide a list and bring in current readings.
Other Resources

- Materials and assignments will be posted in Canvas: https://utexas.instructure.com
- Web access and standard tools like Google Docs or Microsoft Office suite
- Adobe Creative Cloud or Sketch (Mac only) for design concepts (optional)
- **Zoom:** for online class meetings and Zoom lectures

4. Grading

Below is a list of assignments and their grade percentages for this course. If any of these projects or grades change, I will notify you of those changes before we continue with the project. Grades will be computed on a 100 point scale.

- Assignment 01 - 100 points/20% of your grade
- Assignment 02 - 100 points/20% of your grade
- Assignment 03 - 100 points/20% of your grade
- Assignment 04 - 100 points/20% of your grade

- Quizzes make up the final 20% of your grade
- I reserve the right to add points to a student's grade for active class participation or contributions to Accessibility at UT in related forums

TOTAL: 500 points = 100% Grade Scale
90% - 100% = A (90-93: A-)
80% - 89% = B (87-89: B+ | 80-83: B-)
70% - 79% = C (77-79: C+ | 70-73: C-)
60% - 69% = D (not passing)
0% - 59% = F (not passing)

5. **Tips on success in this class:**
- Focus and attention are great predictors of academic success. Try to learn (while at home) with minimal distractions. Allow yourself to be inspired!
- As an instructor, I look for growth and passion. Not everyone learns the same way, and not everyone has the same perspective, so I hope to see each student challenge themselves to gain new perspectives and try new approaches to problem-solving throughout the semester.
- Enjoy yourself. Have fun, and express your views confidently. This class is an opportunity for you to try new things.
- Expect collaboration. We can all be influencers and leaders in the areas of accessibility and inclusive design. We'll discover new things together, and this class will emphasize the need to work together to advance projects and products

6. **Course Outline**
The class will meet once a week for 3 hours. Keep connected via Canvas for updates on meeting locations. Some classes will be online via Zoom, and others will be held in PAR 1. I'll make accommodations to ensure we all have a comfortable learning environment during the current wave of Covid-19.

Competencies and Assignments Spring 2022

Weeks/Dates	Competencies/Assignments

Weeks 1 - 3 Begins Jan 19th	**Competency One:** Foundations of Accessibility **Course Orientation and Introduction:** Jan 19th **Assignment 1:** Social Awareness and history **Overview:** We will begin this section with a background on Accessibility and its origins. Then we'll progress through case studies and impact. There will be a mix of lectures, readings, and practical exercises. In addition to completing Project 1, the class will discuss current issues and gain exposure to Accessibility applications. **Readings from the Text: Chapters 1, 4, 10**
Weeks 4 - 6 Begins Feb 9th	**Competency Two:** Modern Accessibility **Assignment 2**: Web and Industry research **Overview:** This 3-week section will immerse the class in A11y, and we'll learn about WCAG and the organizations like W3 (WAI) that promote accessibility today. Part of this segment will cover the motivations and goals of these orgs through the lens of the users they represent. We'll discuss the current penetration of Accessibility in the tech and health care industries, and begin talking about integration. **Readings from the Text: Chapter 2 pgs 21-26. Chapters 3 & 5**

Weeks 7 - 9 Begins March 2nd (March 14-19th Spring break)	**Competency Three:** Accessibility and UX Design **Assignment 3:** Tool learning (for evaluation) Students will begin to learn the tools of the Accessibility trade and how to use them to help organizations design accessible products with minimal rework. **Overview:** This 3-week section will focus on how the Accessibility practice integrates within a UX team. We'll discuss the role of A11y in Design, and how these groups are structured. In this segment, students will also get exposure to the tools used in the design process to ensure compliance with ADA and WCAG guidelines. They will use these tools in the next segment of the course. **Readings from the Text: Chapters 7 & 8**

Weeks 10 - 12 Begins March 30th	**Competency Four:** Accessibility Evaluation Students will learn how to draft a comprehensive protocol for a user interface evaluation in the role of an Accessibility researcher. Planning, recruiting, and running sessions are discussed and skills can be practiced in mock settings. **Overview:** This 3-week section is hyper-focused on creating a valid test plan for user research. Students will be exposed to methods for collecting data on accessibility, the tools required, and the taxonomies employed. Lecture and practical application will comprise a majority of this module, with the culmination being the development of a refined test protocol per Assignment 4. **Readings from the Text: Chapters 6 & 9**

Weeks 13 -15 Begins April 20th	**Competency Five:** Execution and Reporting Results Students will evaluate a digital product or website using WCAG guidelines and a small suite of tools. **Assignment 4:** Accessibility Evaluation with UX Design **Overview:** This 3-week section will guide students through the steps of completing an Accessibility evaluation. In addition to heuristics, students will utilize screen readers for keyboard navigation (in the iSchool lab), as well as contrast tools and plugins that determine the ratios required to meet accessibility standards. **Readings from the Text: Appendix A. Also, I will share readings from the Tom Tullis book: Measuring the User Experience**
Final Module Time permitting	**Competency Six:** Driving change within the Enterprise, and contrasts with the Agency model of UX **Overview:** In the final section, the class will prepare a final project deliverable, with guidance from the instructor and guest lecturers/practitioners. We'll hold working sessions and get input from industry experts in healthcare and technology Accessibility. **Readings from the Text: Review all chapters and resources.**

7. Classroom Policies
Statement on Learning Success:
Your success in this class is important to me. We will all need to be adaptable

because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together and 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. Many are listed on this syllabus, and I'm happy to help connect you if needed.

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 at 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, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit Student Emergency Services. For additional campus resources, please visit https://coronavirus.utexas.edu/students
 (Links to an external site.)

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Absences

Being present during in-person and synchronous online meetings 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.

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***:** The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let us 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

come by during office hours or schedule a meeting to discuss. 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.

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, 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.

Personal Pronouns
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: http://diversity.utexas.edu/genderandsexuality/publications-and-resources/ (Links to an external site.)
. 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 gender pronouns you use (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 https://utexas.instructure.com/courses/633028/pages/profile-pronouns.

University Resources for Students
COVID-19 Update: "Keep Learning" Resources
This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: https://onestop.utexas.edu/keep-learning/
 (Links to an external site.)

Land Acknowledgment
I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay my respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua 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, here on Turtle Island.

Optional follow-up:
Land Engagements and/or Commitments
In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

Services for Students with Disabilities
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 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 accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: http://

diversity.utexas.edu/disability/
 (Links to an external site.)
. If you are already registered with SSD, 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
I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8 a.m.-5 p.m., Monday–Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255."
The Sanger Learning Center
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit http://www.utexas.edu/ugs/slc
 (Links to an external site.)
or call 512-471-3614 (JES A332).

Undergraduate Writing Center: http://uwc.utexas.edu/
 (Links to an external site.)
Libraries: http://www.lib.utexas.edu/
 (Links to an external site.)
ITS: http://www.utexas.edu/its/
 (Links to an external site.)
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/
 (Links to an external site.)

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
 (Links to an external site.)
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Important Safety Information:

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news related to the student experience. https://protect.utexas.edu/
 (Links to an external site.)

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
 (Links to an external site.)

Occupants of buildings on The University of Texas at Austin campus are required to 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 instruction 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:

www.utexas.edu/emergency
 (Links to an external site.)

Title IX Reporting
Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence, and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have

experienced harm or have become involved in a Title IX investigation.

3. Investigate and discipline violations of the university's [relevant policies (Links to an external site.)](#)
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Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, 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, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/ [(Links to an external site.)](#)
, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/ [(Links to an external site.)](#)
University Policies
Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in a previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the

following web address: https://deanofstudents.utexas.edu/conduct/standardsofconduct.php
 (Links to an external site.)

COVID-19 Updates: Spring 2022 Semester

For the most up-to-date information on learning during COVID-19, including guidance about safety, cloth masks in classrooms, and classroom guidelines, see https://protect.utexas.edu/learning/
 (Links to an external site.)

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