

# I320U Digital Accessibility, Spring 2024

## Course Details and Contact Information

**Unique ID:** 27470

**Class Time:** Mondays & Wednesdays, 2:00pm - 3:20pm

**Room:** UTC 1.118

**Instructor's Name:** John L. Neumann, Ph.D.

**Office:** UTA 5.410

**Office Hours:** Wednesdays TBD & Online (by appointment -- preferably use email/Zoom to set up a meeting).

**Email:** john.neumann@austin.utexas.edu or via Canvas

**Teaching Assistant:** Hazel Dunn (she/her)

**Email:** hkd422@utmail.utexas.edu or via Canvas

## Course Description

Digital Accessibility has become a critical topic for product leaders, developers, UX designers, and usability researchers. This course will explore the legal, ethical, and practical aspects of Accessibility as it relates to creating inclusive products and experiences for persons with disabilities. While Accessibility applies to both the physical and digital world, a large portion of the course will be focused on digital experiences, and those that combine technology with devices and tools.

**Prerequisites for this course:** Informatics 310U

### Learning outcomes

1. **Foundational:** Students will understand the origins of accessibility from The American's w/ Disabilities Act of 1990 to the A11y movement spawned in 2017. Focus on historical case studies, building empathy, and understanding purpose.
2. **Functional:** Students will learn the legal requirements and detailed WCAG guidelines that UX teams reference to enable fair access to digital products and service offerings. We'll discuss how teams incorporate these guidelines into new designs, as well as

existing designs through a planned release. The course is not limited to digital products, but will place emphasis here due to the majority of UX roles that are found in this space.

3. **Applied:** Through a series of hands-on sessions with assistive technology, students will gain experience with the tools used by persons with disabilities, as well as those employed by researchers who test digital products for accessibility.

## How Will You Learn?

**Teaching Modality Information:** Classes will be held in-person twice a week

All in-person class sessions will be recorded. If you are feeling unwell or will not be in class in-person for any reason, please give us a heads up and you can join class on zoom.

**Communication:** The course Canvas site can be found at [utexas.instructure.com](https://utexas.instructure.com). 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. You may contact Professor Neumann or Hazel either through Canvas messaging or email.

**Asking for Help:** You can reach out to Professor Neumann or Hazel for help through Canvas messaging or email. Office hours will be held weekly, but if these times don't work for you, you can set up a zoom or in-person meeting with Professor Neumann or Hazel.

**University Policies and Resources:** For a list of important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the University Policies and Resources Students Canvas page. The page includes the language of the University Honor Code, Title IX legal requirements for Texas employees, and information about how to receive support through the office of Disability & Access.

## Course Requirements and Grading

### Required 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

## Required Devices

You are able to be successful during class sessions with or without a computer or other electronic device. Slides are posted on canvas after class and any form of note taking is welcome and encouraged.

## 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](#).

## Classroom Expectations

### 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.

## Class attendance

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.*

## Class participation

While this class does not have participation points in the gradebook, you are expected to participate in class and engage with the course materials and your peers. Doing so shows growth and passion, and will contribute to your assignments and learning in this course. 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.

## Artificial Intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

## Assignments

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**

## Late Work and Making Up Missed Work

In general, late work is not accepted in this course after a submission deadline. However, we understand that things come up, and if you will be submitting late, you should give a 24 hour heads up. Due to the nature of this course and allowing for resubmissions, submitting late work pushes back the timeline of the whole course and is not encouraged.

## Absences

*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.

## Religious Holy Days

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

## Grading Policy and Breaks

In this course, +/- grades will be used for the final class grade. Below is the grade breakdown for this class.

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)

## Academic Integrity Expectations

Students who violate University rules on academic misconduct are subject to the student conduct process. 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 include a written warning, probation, deferred suspension or dismissal from the University. To learn more about 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>.

This course includes group work, and students are permitted to all work on the same submission and submit once per group.

## Course Outline

The class will meet twice a week for about 80 minutes. Keep connected via Canvas for updates on meeting locations. Some classes may be online via Zoom, and others will be held in the classroom as normal. I'll make accommodations to ensure we all have a comfortable learning environment should Covid-19 or other scenarios arise that call for us to adapt.

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at [utexas.instructure.com](http://utexas.instructure.com). Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Weeks/Dates	Competencies/Assignments
Weeks 1 - 3	<p><b>Competency One:</b> Foundations of Accessibility</p> <p><b>Assignment 1:</b> Accessibility in the Physical and Digital Worlds</p> <p><b>Overview:</b> 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.</p> <p><b>Readings from the Text: Chapters 1, 4, 10</b></p>
Weeks 4 - 6	<p><b>Competency Two:</b> Modern Accessibility</p> <p><b>Assignment 2:</b> Web and Industry Report on Accessibility Initiatives</p> <p><b>Overview:</b> 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</p>

	<p>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 healthcare industries, and begin talking about integration.</p> <p><b>Readings from the Text: Chapters 2, 3 &amp; 5.</b></p>
<p>Weeks 7 - 10</p>	<p><b>Competency Three:</b> Accessibility and UX Design</p> <p><b>Assignment 3:</b> Tools and WCAG evaluation</p> <p>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.</p> <p><b>Overview:</b> 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 2.2 guidelines. They will use these tools in the next segment of the course.</p> <p><b>Readings from the Text: Chapters 7 &amp; 8</b></p>
<p>Weeks 11-13</p>	<p><b>Competency Four:</b> Accessibility Evaluation and Redesign</p> <p>Students will learn how to draft a test plan for a user interface evaluation to inform Design and Development. In the role of an Accessibility Researcher or Designer, Students will learn about test planning, recruiting, and tasks, plus skills that can be practiced in mock settings. UX Designers complete a design-module option here.</p> <p><b>Overview:</b> This 3-week section is hyper-focused on creating a valid test plan for user research with persons with disabilities. Students will be exposed to methods for collecting specific data on accessibility, the tools required, and the taxonomies employed. Lecture and practical application will comprise a majority of this module.</p> <p><b>Readings from the Text: Chapters 6 &amp; 9</b></p>

# Classroom and University 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 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.

## 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.

## University Resources for Students

### *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.

### *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..](http://diversity.utexas.edu/disability/Links%20to%20an%20external%20site..) 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.

### *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.](http://www.utexas.edu/ugs/slc/Links%20to%20an%20external%20site.) or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* [http://uwc.utexas.edu/Links to an external site.](http://uwc.utexas.edu/Links%20to%20an%20external%20site.)

*Libraries:* [http://www.lib.utexas.edu/Links to an external site.](http://www.lib.utexas.edu/Links%20to%20an%20external%20site.)

*ITS:* [http://www.utexas.edu/its/Links to an external site.](http://www.utexas.edu/its/Links%20to%20an%20external%20site.)

*Student Emergency Services:* [http://deanofstudents.utexas.edu/emergency/Links to an external site.](http://deanofstudents.utexas.edu/emergency/Links%20to%20an%20external%20site.)

### *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.](https://wellnessnetwork.utexas.edu/BeVocal/Links%20to%20an%20external%20site.)

## 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.](https://protect.utexas.edu/Links%20to%20an%20external%20site.)

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.](http://www.utexas.edu/safety/Links%20to%20an%20external%20site.)

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](http://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.](#)

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](mailto: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](mailto: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.](http://www.utexas.edu/safety/Links%20to%20an%20external%20site)

### **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/standardsconduct.phpLinks to an external site.](https://deanofstudents.utexas.edu/conduct/standardsconduct.phpLinks%20to%20an%20external%20site)

### **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.](https://protect.utexas.edu/learning/Links%20to%20an%20external%20site)

### **Counseling and Mental Health Center**

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she 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 512-232-4449. Bryce’s office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

### **Carrying of Handguns on Campus**

Students in this class should be aware of the following university policies related to Texas’ Open Carry Law:

- 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.