

## INF 385T Accessible User Experience

28515

Fall 2022

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**CLASS MEETS:** 6:30 PM – 9:15PM

**Instructor:** John L. Neumann, Ph.D.

Office & Hours: By appointment (via Zoom or on campus grounds)

Email: [john.neumann@austin.utexas.edu](mailto:john.neumann@austin.utexas.edu)

Phone: N/A

**TA:** Divya Mirchandani

Pronouns: [she/her]

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Phone: N/A

## 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 who employ Accessibility practitioners.

### PRE-REQUISITES FOR THE COURSE

None are required. It is helpful to have taken a survey course in UX or a UX sub -discipline such as UX Research. Many of the concepts involving Accessibility use the same UX terminology and team structures, and familiarizing yourself in advance with the UX domain will help.

### 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. Practical: 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.

In this course, students will learn how the Accessibility discipline integrates with an effective UX Design practice. They will understand the foundation of Accessibility and its evolution into what is now a critical component of any product offering or design system. Modern accessibility represents the effort to remove the obstacles present for many people who can't enjoy the same experiences as others without assistive technology or special accommodations. This goes beyond people with physical disabilities to include cognitive and other challenges. The course will cover the legal requirements and detailed guidelines used by designers and content strategists to ensure accessibility, practice in using Accessibility tools, plus current and forward-looking test methodologies employed by Accessibility researchers.

## How Will You Learn?

### STATEMENT OF 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 there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. We also have the benefit of Divya, our Teaching Assistant, and she will make time for student requests. In addition, I encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

### TEACHING MODALITY INFORMATION

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

### COMMUNICATION

The course Canvas site can be found at [utexas.instructure.com](http://utexas.instructure.com). Please email me through Canvas. 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

Please email myself and Divya for the fastest response to your question or need. We can be reached via the Canvas messaging system or our UT emails.

### DIVERSITY, EQUITY AND INCLUSION

It is my intent 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



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expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

#### **DISABILITY & ACCESS (D&A)**

[This is required syllabus content, with [wording options provided at this page](#). Note that instructors should not use the syllabus to limit in any way a student's right to receive or deliver an accommodation letter or to request accommodation. Concerns about a particular student's situation may be discussed with the director of D&A.]

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 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.

## **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 -

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**

A laptop/ computer

#### **CLASSROOM EXPECTATIONS**

##### **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.

### 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.

### ASSIGNMENTS

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Points Possible	Percent of Total Grade
1. Accessibility issue recognition: Physical versus Digital World	100	20
2. Accessibility and the UX team: Examining A11Y through a different lens	100	20
3. A11Y self-directed evaluation (with plug-ins/tools)	100	20
4. Accessibility Pre-testing Activities (Usability)	100	20
5. Quizzes	100	20

### LATE WORK AND MAKING UP MISSED WORK

Considered on a case to case basis.

### ABSENCES

- 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



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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.

#### USE OF A CURVE

N/A

#### +/- GRADING POLICY

[Disclose whether or not +/- grades will be used for the final class grade.]

#### GRADE BREAKS

Grade	Cutoff
A	93%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

## Course Outline

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.

[Syllabus must include all major course requirements and assignments, along with the dates of exams and assignments that count for 20% or more of the class grade. Also, recall that [per the General Information Catalog](#) no exam counting for more than 30% of the final course grade may be given during the last week of class, or during no-class days/reading days preceding the final exam period.]

Week	Date	Day	Class Topic	Out of Class Activities	Assignments Due
1.	Aug 25th	Thu	<b>Competency One: Foundations of Accessibility</b>  Course Orientation and Introduction Overview:		
2	Sept 1st	Thu			
3	Sept 8th	Thu	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.		Assignment 1:  Social Awareness and history

			Readings from the Text: Chapters 1, 4, 10		
4	Sept. 15th	Thu	<b>Competency Two: Modern Accessibility</b>  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		
5	Sept 22nd	Thu			
6	Sept 29th	Thu			Assignment 2: Web and Industry research
7	Oct 6th	Thu	<b>Competency Three: Accessibility and UX Design</b>		
8	Oct 13th	Thu	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.		
9	Oct 20th	Thu	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		Assignment 3: Tool learning (for evaluation)

			will use these tools in the next segment of the course. Readings from the Text: Chapters 7 & 8		
10	Oct 27th	Thu	<b>Competency Four: Accessibility Evaluation</b>  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.		
11	Nov 3rd	Thu			
12	Nov 10th	Thu	 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		
13	Nov 17th		Assignment 4: Accessibility Evaluation with UX Design		

14	Dec 1st		<p>Overview:</p> <p>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.</p> <p>Readings from the Text: Appendix A. Also, I will share readings from the Tom Tullis book: Measuring the User Experience</p>		Assignment 4: Accessibility Evaluation with UX Design + Final Exam - Quiz
15	-		<p>Final Module – Time permitting</p> <p><b>Competency Six: Driving change within the Enterprise, and contrasts with the Agency model of UX</b></p> <p>Overview:</p> <p>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.</p> <p>Readings from the Text: Review all chapters and resources.</p>		


## Course Policies and Disclosures

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

[Also, for the types of assignments in your syllabus, include individual policies relating to collaboration and plagiarism. [Student Conduct and Academic integrity](#) in the Office of the Dean of Students reports that students often claim they were unaware of academic integrity expectations because they were not outlined in the syllabus.]

### CONFIDENTIALITY OF CLASS RECORDINGS

[If class recordings that include student [personally identifiable information](#) are to be made, UT Legal has indicated that the following disclosure should be included in the syllabus and wherever recordings are posted.] 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](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

## 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.

[Best practice discussions around content warnings also suggest including tags or other warnings on the Course Outline (above) next to the assigned material. Further discussion of content warning can be found at [this page](#).]

## BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. 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 well 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 sanctions, including failure of the course.

## 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 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.

## NAMES AND 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 identity & expression, and nationalities. 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 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 [this site](#). More resources are available on the Gender and Sexuality Center's website, [www.utgsc.org](http://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.

## University Resources for Students

### DISABILITY & ACCESS (D&A)

[This required syllabus content is repeated from above. It may be included in either place, or both.]

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)

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 (8a.m. -5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

### 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 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 <https://ugs.utexas.edu/slcc> 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.

## 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 promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
  - [COVID-19 Information and Resources](#)
  - [COVID-19 Exposure Action Chart](#)

### 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

[If this disclosure is included in the syllabus, the Title IX office has specified the following wording.]

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, or one-on-one conversations, or third party reports) must report it. 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 to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). 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](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

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 laws 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. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

#### CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 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.



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- 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.
- For more information, please visit [emergency preparedness](#).