

ID 4823 Syllabus

Accessible Information and Communication Technology (ICT), Section 1, 3 Credits

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Instructor Information

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General Course Information

Description

Organizations have increasingly become aware of the value of inclusive and accessible design of their digital products and services for people with disabilities. Beyond the ethical value of providing equal access for everyone, the increased market share and legal requirements for organizations have rapidly made individuals with knowledge in digital accessibility a tremendous asset to them. Acquiring a foundational knowledge of accessibility in the digital arena can offer a competitive advantage when entering your career field.

This online course provides strategies and resources to address accessibility challenges of today. You will learn from nationally respected subject matter experts sharing real-life experiences about the importance of digital accessibility.

ID 4823 is a five-week, online pre-recorded course that will consist of video lectures, weekly class activities, video resources, and readings. The weeks in this course begin on Monday and end on Sunday.

Course Learning Outcomes

Through participation in this course, students meet the learning objectives by gaining and applying course knowledge in:

- Discovering barriers and characteristics of accessible ICT global initiatives for persons with disabilities.
- Analyzing the impacts of assistive technology, accessible mainstream technology and usability testing.

- Producing accessible digital, multimedia material.
- Evaluating the accessibility of applications, websites, and mobile apps.
- Imagining the role of Smart Cities as inclusive environments.

Required Course Materials

Students must have a computer with internet access and Microsoft Office to access the freely available resources for this class, including key documents, standards, articles, and other materials for resource reading and viewing. All materials will be provided within the Canvas Course.

No textbook is required for this course. However, the following book offers an in-depth examination of the issues explored in this course, but purchase is optional.

Lazar, Jonathan. *Ensuring Digital Accessibility through Process and Policy*, Morgan Kaufmann (Elsevier), Waltham, MA, 2015.

Grading Policy:

Grading will be based on the Georgia Institute of Technology system (A=90-100, B=80-89, C=70-79, D=60-69, F=below 60). No pluses or minuses will be applied to the final grade. Final grades will be based on an aggregate point total for participation, individual assignments, activities, weekly projects, and final exam. Grading for this course will be based on class participation and all assignments.

Evaluation Criteria and Grading

Projects will be evaluated on demonstrated understanding and relevance to assignment criteria, clarity of representation, written presentation, and engagement. Grades will be posted within a two-week period, except for the final exam, which will follow Georgia Tech's grading schedule.

Deadlines

Students will upload their brief papers, video links, and assignments on a weekly basis. Students are responsible for all material and assignments covered during each lesson. **All deadlines in this course follow Eastern time.**

Assignments

- **Weekly Course Activities**, 30% - Class activities will be given each week. Sample activities could include software interaction, captioned video creation, viewing content, discussion board posts, and writing papers. Students will be evaluated on these activities.

- **Weekly Quizzes**, 40% - Four weekly quizzes (10%)
- **Final Exam**, 30% - Comprehensive Exam (30 questions)

Student Responsibilities

- View Lectures: Several videos per lesson, two lessons each week
- Weekly Quiz: Each week there will be a weekly quiz (six questions) to be completed after viewing the videos.
- Activity: One activity each lesson, two lessons each week (examples: paper, discussion board posting, captioned video, use apps).
- Optional resource readings and videos (to enhance your understanding)
- Final exam

Description of Graded Components

Weekly Lectures and Activities

The weekly pre-recorded, self-directed lectures will be posted. The lectures are designed with instructor content, subject expert interviews, and related activities. The weekly activities should be completed within the week timeframe. There will also be short weekly quizzes in the first 4 weeks.

Discussion Board

Please introduce yourself on the first day in our discussion board, so we can get to know you. The discussion board will be used for a couple of Lesson Activity responses, but it is mostly available for all students to use for content appropriate discussions.

Final Exam

The final exam will consist of 30 multiple-choice questions. The exam will include questions from class video lectures, reading, and activities.

The exam dates and exam protocol information will be posted.

Prerequisite Knowledge

Knowledge of Accessibility is helpful, but not necessary. ID 4823 is an introductory course. Students are not expected to have disability, programming, or design experience, but they will be expected to learn the basics as part of the course. The course will provide instruction on the use of subjective and objective types of analysis to assess accessibility and usability.

All activities, quizzes, and exam are provided within the Canvas Course. Quizzes will not be proctored. The final exam will not be proctored. Students enrolled in ID 4823 will be required to follow the Georgia Tech Honor Code.

The final exam will consist of 30 multiple-choice questions. The exam will include questions from class video lectures, reading, and activities.

The exam dates and exam protocol information will be posted.

At Georgia Tech, final course grades are awarded on a scale of A-F with no +/- grades permitted

Course Policies

Attendance and/or Participation

Students must be willing to complete **all lessons** and work individually.

Students will be expected to actively participate in course work. Participation will be measured by the student's work in the course, being interactive in the course, and responding to lectures. To be successful in this ID 4823 course, students are expected to view all course video lectures and resources, complete the activities within the time frame of the week. Students unable to begin the course during the first week, should not enroll.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail the instructor as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.