# Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ID 4823</th>
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<tbody>
<tr>
<td>Course Title:</td>
<td>Accessible Information and Communication Technology (ICT)</td>
</tr>
<tr>
<td>Instructors:</td>
<td>Sheryl Ballenger, Ph.D. and Carolyn Phillips</td>
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<td>Credit Value:</td>
<td>03</td>
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## Course Description

This course is an introduction to accessible Information and Communication Technology (ICT). ID 4823 will expose students to barriers, global initiatives, and accessibility factors for designing inclusive ICT environments for people with disabilities, including cognitive, sensory and mobility.

## Course Learning Objectives

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

- Understanding 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;
- Understanding and evaluating for accessible applications, including website, mobile, and gaming platforms; and,
- Understanding the role of Smart Cities in inclusive environments.

## Course Structure, Format and Time Allocation

ID 4823 is a five-week, online edX pre-recorded course that will consist of video lectures, weekly class activities, a weekly project, video resources and readings. The weeks in this course are from Monday to Monday.

**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.

**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.

**AXSChat Class Project.** (Begins 2nd week of class) The weekly project is in conjunction with the AXSChat. AXSChat is an open online community of individuals dedicated to creating an
inclusive world. AXSChat will host weekly subject matter interviews and Twitter chats which are designed to enhance the ID 4823 learning experience. Students will have the opportunity to participate in the live programming which begins on Tuesday, or through the archived AXSChat programs. View at least four AXSChat subject expert interviews. These may be live on Tuesdays, or from the archived interviews, suggested options are provided. Weekly, summarize what was learned:

(1) If the student can participate in the live program on Tuesday, there is an option for the student to post responses to six Twitter questions which will be provided by AXSChat related to the topic. Screenshots of these tweets should be submitted for credit each week.

If the live program is not possible, each week the student may:

(2) Write a half-page summary of what was learned and submit, OR

(3) Create a 1-minute captioned video summarizing what was learned and submit the YouTube link.

Final Exam
The final exam will consist of 40 multiple-choice questions. The exam will include questions from class lectures, reading, activities, and weekly project content.

The exam dates and exam protocol information will be posted on the edX platform.

Prerequisite Knowledge
Knowledge of eAccessibility 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.

General Responsibilities and Expectations

Attendance. Students must be willing to attend all lessons and work individually.

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

Deadlines. Students will upload their papers, Twitter screenshots, 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 UTC time. The previously viewed lessons will NOT remain open to view.

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.
Grading
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 plus 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.

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<tr>
<th>Item</th>
<th>Name</th>
<th>%</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Activities</td>
<td>30%</td>
<td>Class activities will be given each week. Sample activities could include software interaction, captioned video creation, viewing content, discussing board posts, and writing papers. Students will be evaluated on these activities.</td>
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<tr>
<td>2</td>
<td>Weekly quizzes</td>
<td>20%</td>
<td>Four weekly quizzes (each 5%)</td>
</tr>
<tr>
<td>3</td>
<td>AXSChat Class Project</td>
<td>30%</td>
<td>View at least four AXSChat subject expert interviews. These may be live on Tuesdays, or from the archived interviews, suggested options are provided. Weekly, summarize what was learned: (1) If the student can participate in the live program on Tuesday, there is an option for the student to post responses to six Twitter questions which will be provided by AXSChat related to the topic. Screenshots of these tweets should be submitted for credit each week. <strong>If the live program is not possible</strong>, view archived interviews and the student may: (2) Write a half-page summary of what was learned and submit, OR (3) Create a brief 1-minute <em>captioned</em> video summarizing what was learned and submit the YouTube link.</td>
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<tr>
<td>4</td>
<td>Final Exam</td>
<td>20%</td>
<td>Comprehensive Exam</td>
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<tr>
<td>All</td>
<td>Total</td>
<td>100%</td>
<td>Course Grade</td>
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Student Responsibilities
- View Lectures: Several videos per lesson, two lessons each week
- Knowledge Check: Each lesson will have a knowledge check after viewing.
- Activity: One activity each lesson, two lessons each week (examples: paper, discussion board posting, captioned video, use apps).
- AXSChat Class Project: Beginning second week watch 4 AXSChat sessions. Participate in AXSChat and upload screenshots of your six tweets, or write a paper, or create a captioned video summarizing each AXSChat you view.
- Optional resource readings and videos (to enhance your understanding)
- Four weekly quizzes and final exam

Exam Proctoring
Students will be provided with an on-line proctor resource for the final exam. Students will be required to have a webcam during the proctoring of the final exam. The final exam is the only
exam which will need to be proctored. Students enrolled in ID 4823 will not be required to nominate a Proctor. Quizzes will not be proctored.

**Textbook**

There is not a required textbook for this course. The following book offers a more in-depth examination of the issues explored in this course, but purchase is optional.


**Recommended Reference 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.

**General Notes**

**About the Instructors**

**Dr. Sheryl Ballenger** is an education researcher and practitioner fascinated by how adults learn. She is nationally recognized in the field of access for Deaf individuals, transition, ICT accessibility, and disabilities. Dr. Ballenger manages the Captioning and Described Media Services unit at AMAC Accessibility. In this capacity, she is also an instructor in the ICT Accessibility course and a MOOC instructor. Dr. Ballenger has served on various boards and presented on disability awareness, transition issues, ICT accessibility, accessibility initiatives, and the use of assistive technologies. She serves as a consultant for many college programs and businesses serving Deaf and hard of hearing individuals.

Dr. Ballenger is most proud of her professional beginning in this field by earning a Certificate in American Sign Language and an Associate of Science Degree in Interpreter Training from Chattanooga State Technical Community College. She also earned a Bachelor of Arts in Speech - Communication Disorders and a master’s degree in Special Education - Deaf Education from Georgia State University. She is a certified teacher of the Deaf. Dr. Ballenger has an earned doctorate from the University of Georgia in Adult Education.

**Carolyn Phillips** is the Interim Director of AMAC Accessibility in the College of Design at The Georgia Institute of Technology. Phillips earned her undergraduate degree from the University of Georgia and her master’s degree from the University of Kentucky. Phillips is a nationally recognized consultant in the field of assistive technology and disabilities. Phillips is also an instructor for an ICT Accessibility course and MOOC instructor. She has spoken to numerous groups on topics that include assistive technology, advocacy, self-determination and living with a learning disability.

Phillips also serves as Director of Tools for Life, the Georgia Assistive Technology Act Program and Pass It on Center, the National Assistive Technology Reuse Technical Assistance and
Coordination Center. Phillips has dedicated her time and energy to promoting independence for people with disabilities through advocacy, education, assistive technology and fundraising.

**Contacting the Instructor.** You may ask questions and ask for clarification via e-mail, in the course discussion board, or by scheduling an appointment for a Skype meeting. The best way to request meetings is via e-mail to ict@gatech.edu. E-mails will be answered as soon as possible Monday through Friday.

Other Contact Information:
512 Means Street | Suite 250 | Atlanta, GA 30318
O. 404.894.8000 | F. 404.894.8323

**Academic Misconduct/Honor Code.** Students in this course are responsible for behaving in accordance with Georgia Tech Academic Honor Code. No non-academic behaviors such as inappropriate classroom behavior, false claims of performance, or plagiarism will be allowed. For more information, the Institute Student Honor Code is printed in the Georgia Tech General Catalog as well as at www.honor.gatech.edu on the web.

**Accessibility Requirements.** If any student requires assistance or accommodations, please inform the instructor prior or during the first week of class. Note that students requesting accommodations must be registered with the GT Office of Disability Services.