COURSE OUTLINE IDES 5104A • ACCESSIBILITY AND INCLUSIVE DESIGN SEMINAR •

Winter (2026)

Instructor: **Patricia Bérubé**

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Location: **ME 3490**

Office Hours: **Available upon request**

Time and Location:

Course locations are no longer displayed on the public class schedule and are subject to change. For the latest information please refer to Carleton Central under Student Services – Registration – Student Timetable.

Course Description

Provides foundational knowledge, exploring interdisciplinary approaches for incorporating accessible, inclusive, and human-centered design principles into the research, design, and development of products, information, and environments that can be used by all people, regardless of ability.

Includes: Experiential Learning Activity
Also listed as ACCS 5002.

Learning Outcomes

By the end of this course, students will be able to:

1. Differentiate among inclusive and accessible design principles for problem identification, ideation, and evaluation in the creation of products, services and/or environments to be used by the largest number of people, regardless of age, gender, or abilities.

2. Recognize and develop empathy for the diversity and uniqueness of end-user needs, including evolving motor, cognitive, and sensory capabilities.

3. Understand a range of basic qualitative and quantitative human-centered design research and analysis processes, such as in-situ ethnographic user studies and usability testing, for the design of inclusive and accessible design solutions or standards.

4. Consider accessibility from multiple perspectives, including technical, ethical, social, individual, and legislative.

5. Use course resources skillfully to support critical opinions about current and evolving perspectives on disability and accessibility that are relevant to taking a lead in bringing accessibility to the forefront in the areas of engineering, ICT, and design.

6. Effectively communicate ideas through visual, written, and oral presentations.

7. Cooperate with interdisciplinary team members in working through class exercises and assignments.

8. Adopt professional/responsible behaviour.

Course Deliverables

These are the deliverables for this course. Please see 'Appendix A Course Schedule' for more detailed information.

Assignment 1 – Short individual presentation (case study) 15%

Assignment 2 – TCPS2 Certificate – 15%

Assignment 3 – Journal – Develop empathy for marginalized users 20%

Assignment 4 – Final project 50%:

Student Access to Quiz, Test and Exam Papers

Examinations will be returned to students with comments and explanations.

Assignment 1 – ONLINE Short individual presentation – case study (15%)

Each student will present a 10-minutes presentation. Share and analyze a case study of universal design and one of inclusive design. In what ways are they similar or different?

Deadline: **ONLINE**, Tuesday, January 20, 2025

Assignment 2 - Obtaining and sending your TCPS 2: core-2022 course certificate (15%)

https://tcps2core.ca/welcome

CORE-2022 consists of nine modules and a knowledge consolidation exercise:
Module A1 - Introduction
Module A2 - Scope of TCPS 2
Module A3 - Risks and Benefits
Module A4 - Consent
Module A5 - Fairness and Equity
Module A6 - Privacy and Confidentiality
Module A7 - Conflicts of Interest
Module A8 - Research Ethics Board Review
Module A9 - Research Involving Indigenous Peoples
Knowledge Consolidation Exercise

Completing CORE-2022 **should take approximately 4 hours**. The course is self-paced. It is therefore possible to complete the different modules over multiple sessions. All the modules must be completed before taking the knowledge consolidation exercise.

To obtain a CORE-2022 Certificate of Completion, you will need to correctly respond to 20 questions (80%). Those who do not correctly respond to at least 20 questions will not obtain a Certificate of Completion. However, they will have the opportunity to retake the knowledge consolidation exercise.

Deadline: You must upload your certificate on Brightspace before the end of the reading week (February

24, at 23:59, at the latest)

Assignment 3 - Journal – Develop empathy for marginalized users (20%)

As a student in an inclusive design class, you will need to fill out a physical journal in which you will share your thoughts and reflections imagining a day in the life of a marginalized person:

- Identify a marginalized group **(1 entry)**
- Share reflections on what possible challenges this person can face daily **(1 entry)**
- How could that person feel in these different situation **(2 entries)**
- Which these of challenges are related to design, and why are they problematic? **(1 entry)**

Each written entry should be around **100-150 words**. You will also need to produce at least **3 visual pieces**, whether they be collage, drawing or other visual components. These will be assessed on their conceptual value, and not on the technical quality of these pieces.

A physical journal will be provided to you on the second week of this course. You need to fill it out before March 17th, on which date you will need to return it to me in class in person.
Deadline: Tuesday, March 17 (before 18h05) in person.

Assignment 4 - Final Project: Propose, present and finalize your work (50 total)

Project constraint: Your design solution has to address the needs of users with non-visible conditions.

- **Part 1: 2-page proposal for the team project (10%)**

  Your proposal should include the following:

  - Identify or create an accessibility or inclusion issue
  - Determine who will be involved in the process
  - Chose a technology
  - Select your methodology
  - Are there any foreseen risks?

  Dates: Tuesday February 3 (before 18h05) on Brightspace.

- **Part 2: Online group presentation (20%)**

  After incorporating the feedback received in the first part of the final project, you are now ready to start this second part! The last session is reserved for group presentations. Each team will deliver a 30-minute presentation on their project. Prepare your PowerPoint (maximum of 30 slides) and try to answer the following questions:
    - What is the accessibility or inclusion issue at stake?
    - Who will be involved in the process?
    - Who is your targeted audience or users?
    - Which technology will you be using?
    - What will be your methods (and why)?
    - What will your interview questions look like?
    - Are there any foreseen risks to the project?
    - How is inclusion implemented in your design process?

Deadline: Group presentations will be on Tuesday March 31 from 18h05 to 20h55.

- **Part 3: Final project – Infographic with separate bibliography (20%)**

  Your final project will be presented as an individual infographic which should answers the questions asked in second part of this project. How can you use the visuals to put an emphasis on some of the information? What information should come first? Where is text needed and why? Will your infographic be accessible to your targeted audience? Think of accessibility and inclusion as the most important steps in your process and not only as afterthoughts to your design and infographic.

  All assignments must also be accompanied by a revised bibliography of works cited, presented in a word document.

  Deadline: Saturday, April 23, 2025, by 23:59) on Brightspace.

Required Materials

Materials required for the course are listed below. You may be asked by your instructor to refer to Brightspace for a more comprehensive list of required materials.

All of the mandatory readings will be provided on Brightspace

A hard-copy journal will be provided to students during the second class of the term

Students are not required to purchase textbooks or other learning materials for this course.

Technology Requirements

Please refer to the technology requirements on the School of Industrial Design Website. You may be asked by your instructor to refer to Brightspace for other information or requirements related to coursework.

https://carleton.ca/id/student-info/computer-it-support/computer-requirements/

Individual/Group Work

Courses may include individual and group work. It is important in collaborative work that students clearly demonstrate their individual contributions.

Review/Presentation Attendance

Attendance at scheduled SID Reviews/Presentations is mandatory. These are equivalent to exams when indicated in the course outline. Failure to attend the Review/Presentation without reasonable cause will result in a grade of F. Students arriving late for the Review/Presentation or not remaining for the complete session without approval from the instructor, will be addressed on a case-by-case basis at the instructor's discretion.

If you are unable to attend a Review/Presentation, foresee arriving late, or need to leave before it is complete, please email your instructor in advance explaining the reason for the situation. It is important that you provide a reasonable rationale for your absence, late arrival, or early departure.

Late Submission of Assignments

Students who do not hand in assignments on time will have their earned grade reduced by 10% per day at the instructor's discretion. If you foresee not meeting the submission due date and are requesting an extension, please provide your instructor with a minimum of 24 hours' notice.

Regulation on Minimum Grade Requirements

A grade of B- or better must be obtained for each credit counted towards the master's degree. The School does not permit exceptions to this rule.

Students will be required to withdraw from the program if their grade point average falls below 7.0 (B-), or if they receive a grade of less than B- in any two courses that are eligible to be counted toward the Master's degree.

For more information on General Regulations, please refer to:
https://calendar.carleton.ca/grad/gradregulations/

Participation and Professionalism

Active participation and professional conduct (e.g. class discussion, consultations with instructors, work ethic, etc.) are important in lecture and studio courses and may be formally evaluated by a grade. Professionalism also includes Carleton's Policy on Academic Integrity described in more detail below with links to content that you are required to review.

Health and Safety

Students must participate in training to access all the SID Labs and Maker Space. Apart from this training, students are required to follow the health and safety standards of the School of Industrial Design as well as Carleton's health and safety standards. All materials related to SID health and safety are available here Health and Safety and it is expected that students review and understand these materials and apply these standards throughout their studies.

Use of Studio Spaces

Access to studio space to attend courses and complete assignments is an important part of student success. To support access, specific studios have been designated to certain years and/or sections.

1st Year Studio Section A – Studio A
1st Year Studio Section B – Studio B
2nd Year Studio Section A – Studio A
2nd Year Studio Section B – Studio B
3rd Year Studio Section A & B – Studio C
4th Year Studio All Sections (Capstone and Minor) – Studio D
MDes Studio – MDes Studio

Students are welcome and encouraged to use their designated spaces to work during non-studio hours. Out of respect for your colleagues, instructors, and Carleton cleaning staff, ensure you leave the space in good condition. This includes cleaning your area and storing your items in your designated storage space. The School will not be responsible for items that are not stored properly.

Academic Integrity: Plagiarism and Other Violations

In the School of Industrial Design, students are expected to have read and understand the University's definition of plagiarism and related offences in Carleton's policy on Academic Integrity at https://carleton.ca/registrar/academic-integrity/

The definition of plagiarism extends to copying designs, design ideas, research tools, etc. in whole or in part belonging to someone else, failing to acknowledge the sources through the use of proper citations when using another's work in any medium.

The school takes these misconduct offenses seriously and will take appropriate action as outlined in Carleton's Academic Integrity policy (see link above). The students are strongly advised to read Carleton's Policy on Academic Integrity before conducting any work at the University.

Use of Artificial Intelligence (AI) Technologies

To effectively address the incorporation of AI technologies, specifically generative AI tools, into courses, we have instituted the following guidelines. Further information can be found here - https://carleton.ca/tls/teachingresources/generative-artificial-intelligence/recommendations-and-guidelines/. Another useful resource is the Library's guide on AI tools - https://library.carleton.ca/guides/subject/artificial-intelligence-ai-tools.

1. Academic Integrity Standards: In the absence of explicit permission from the instructor within a given course, the use of generative AI tools to create content, (e.g., text, code, images, summaries, videos, etc.), is deemed a breach of academic integrity standards.

2. Instructor's Discretion: Instructors have the authority to grant permission for the use of generative AI tools, (e.g., ChatGPT and similar tools), based on alignment with the course's educational objectives and learning outcomes. Assignment and examination guidelines will be written to explicitly reflect this granted permission.

3. Clear Instructions: Should instructors choose to permit the use of generative AI tools, an assessment guideline will provide students with clear and detailed direction, including;

    i. Identification of specific generative AI tools that are acceptable for use.
    ii. Clarity on the approved applications of these tools.

These measures aim to create a balanced and transparent educational environment, ensuring both academic integrity and the responsible integration of AI technologies into the learning experience.

Requests for Academic Accommodation

You may require special arrangements to meet your academic obligations during the term. For an accommodation request for any of the below topics, refer to this link - https://students.carleton.ca/course-outline/ and open the needed section.

Topics:

- *Pregnancy Obligations*

- *Religious/Spiritual Obligation*

- *Academic Accommodations for Students with Disabilities*

- *Survivors of Sexual Violence*

- *Accommodations for Student Activities*

- *Academic Considerations for Medical and Other Extenuating Circumstances*

- *Scheduling and Examination Support*

Statement on Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you, refer to this link - https://wellness.carleton.ca/ and open the needed section.

Topics:

- *Counselling*

- *Resource Guide*
    - *Thriving on Campus*
    - *Everyday Stress*
    - *Mild Mental Health Concerns*
    - *Moderate Mental Health Concerns*
    - *Complex Mental Health Concerns*

- *Umbrella Project*

Student Responsibility

The student is responsible for knowing the content of this course outline; the schedule of classes, assignments, and/or reviews; and the material that was covered when absent. The studio is a professional environment, and students should be working during the scheduled hours. Unless otherwise arranged, the class will meet during scheduled class hours. Please note that attendance is important since issues and questions may be raised in class, or valuable information may be shared, all of which can greatly benefit the student's learning experience. As external professionals may be involved in our

work, scheduling changes for guest lectures, presentations, and reviews may occur at short notice, requiring students to stay informed.

Changes to the Course Outline

The course outline may be subject to change in the event of extenuating circumstances.