# Marian College Kuttikkanam Autonomous

## Scheme and Syllabus of

# Certificate Course in Equitable Digital Access

### 2024 Admissions

**Affiliated to Mahatma Gandhi University Kottayam**

**Marian College Kuttikkanam Autonomous**

**Kuttikkanam P.O, Peermade**

**Idukki District, Kerala, India - 685531**

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**https://www.mariancollege.org**

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# U G Board of Studies, Computer Applications, Marian College Kuttikkanam, Autonomous

**U G Board of Studies, Computer Applications, Marian College Autonomous**

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17. **Mr. Albin Kurian (Faculty of Computer Applications)**
18. **Ms. Donamol JosepFaculty of Computer Applications)**
19. **Ms Nisha Jose, Principal Investigator, Mozilla Project for Equitable Digital Access (Special invitee)**

# REGULATIONS GOVERNING CERTIFICATE COURSE IN EQUITABLE DIGITAL ACCESS UNDER THE CREDIT SYSTEM -2024

## 1. SHORT TITLE

**1.1** These Regulations shall be called Marian College Kuttikkanam (Autonomous) Regulations of Certificate Course in Equitable Digital Access under the Credit System 2024.

## 2. SCOPE

**2.1** The regulation provided herein shall apply to Certificate Programme in Equitable Digital Access, jointly conducted by Vathil Foundation and Marian College Kuttikkanam Autonomous with effect from 2024 admissions.

## 3. TITLE OF THE PROGRAMME

**3.1** The title of the programme is Certificate Programme in Equitable Digital Access**.**

## 4. PROGRAMME STRUCTURE

**4.1** Students shall be admitted to the Certificate Programme in Equitable Digital Access under the faculty of Computer Science

4.2 Duration of the Programme: The Certificate Program is a 20-credit program and the program duration 300 hours.

4.3The medium of instruction and examination shall be English.

## 5. REGISTRATION

**5.1** A student shall be permitted to have single entry in Hybrid mode

5.2 A student shall be able to join for a course or programme based on the schedule published by the board of studies, it can be specified by the date of commencement or time schedule of each course

5.3 A student who has registered for the programme shall complete the course within a maximum period 6 months from the date of commencement of the programme.

## 6. ELIGIBILITY FOR ADMISSION

**6.1** The admission to the Certificate Course in Equitable Digital Access shall be as per the rules and regulations of the College.

6.2 The eligibility criteria for admission shall be as announced by the College from time to time and published in the Prospectus / Website of the college

6.3 A candidate seeking admission to Certificate Course in Equitable Digital Access must have a pass in any recognized 10+2 programme.

## 7. EXAMINATION, EVALUATION AND GRADING

**7.1** The department shall ensure that the college examination calendar shall be strictly followed.

Evaluation: The evaluation is conducted as (a) Continuous Assessment (CA) consisting of Activity Oriented Assessments and (b) Semester End Assessment (SEA) consisting of Internship, Field practicum, Projects etc.

7.2 CA and SEA shall be in direct grading.

7.3The total credit of the Certificate Course – 20

7.4 Direct grading for CA shall be below.

| Grade | Grade Point | Range |
|---|---|---|
| A+ | 5 | 4.50 to 5.00 |
| A | 4 | 4.00 to 4.49 |
| B | 3 | 3.00 to 3.99 |
| C | 2 | 2.00 to 2.99 |
| D | 1 | 0.01 to 1.99 |
| E | 0 | 0.00 |

7.6 **Continuous Assessment (CA)**: The CA shall be based on a predetermined transparent system involving periodic tests and lab skills. The grade assigned to various components for CA is as follows.

| Course | Components of Assessment | Weight |
|---|---|---|
| 1 | Learning Beyond : 2, Learning Deep 1 | 50 |
| 2 | Learning Beyond:2, Learning Deep 1 | 50 |
| 3 | Learning Beyond:2, Learning Deep 1 | 50 |
| 4 | Learning Beyond:2, Learning Deep 1 | 50 |
| 5 | Learning Beyond:2, Learning Deep 1 | 50 |
| 6 | Learning Beyond:2, Learning Deep 1 | 50 |
| 7 | Learning Beyond:2, Learning Deep 1 | 50 |
| 8 | Learning Beyond:2, Learning Deep 1 | 50 |
| 9 | Learning Deep 2 | 100 |
| | Total | 500 |

7.7 To ensure transparency of the evaluation process, students can view the grades of each component of CA in the student portal (mcka).

7.8 A minimum of C Grade is required for a pass of the course. If a candidate fails, they will get a chance to repeat the course within SIX months.

7.9 Semester End Assessment (SEA): There shall be Semester End Assessment, if required.

8. AWARD OF CERTIFICATE
8.1 The successful completion with a minimum of 'C' grade shall be the requirement for an award of the certificate by Responsible Computing challenge of Mozilla Foundation and Marian College Kuttikkanam (Autonomous), Kerala.

**Programme Outcome**:
Programme Outcomes (PO) are what knowledge, skills and attitude a graduate should have at the time of graduation. The following are the Programme Outcomes of Marian College, Kuttikkanam (Autonomous)

1. Domain Knowledge
2. Communicative competence
3. Proficiency in using Modern technologies
4. Reflective response to ethical and social issues
5. Sustainability values
6. Critical thinking and Problem Solving
7. Entrepreneurship and Leadership
8. Teamwork and Leadership
9. Self-directed and Lifelong Learning

**Programme Specific Outcome:**
Programme Specific Outcomes (PSO) are statements that describe what the graduates of a specific Programme should be able to do

PSO1 Deschooling Techno- Ableism

PSO2 Advocate for an Equitable & Inclusive Digital Space

PSO3. Apply National & International accessibility laws & guidelines in digital designs

PSO4. Conduct Accessibility audit by using automated & manual testing

PSO5. Produce detailed report of auditing with prioritised recommendations for improvement/change

**Certificate Program in Equitable Digital Access**

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**PROGRAMME SPECIFIC OUTCOMES (PSOS)**

The students who complete the certificate programme in Equitable Digital Access will be able to:

CO1 Deschool techno- ableism

CO2. Advocate for an equitable & Inclusive Digital Space

CO3. Apply National & International accessibility laws & guidelines in digital designs

CO4. Conduct Accessibility audit by using automated & manual testing

| Course Code | Name of the Course | | |
|---|---|---|---|
| CED2401 | Evolution of Models of Disability & Language | | |
| **Credit :** | 2 | | |
| **Type :** | Core | **Theory/Practical** | Theory |

**Total Instructional Hours: 30 hours, AC: LB- 2, LD- 1,Wt- 50**

**Course Outcomes:** Students must be able to

1. Explain the formation of cultural narratives and historical contexts of disability theories
2. Critically examine the influence of different models of disability on current societal perceptions, policies & Practices
3. Evaluate different models of disability, perpetuated by social institutions
4. Use disability related inclusive language & terminologies

**Course Outline**

**Module 1: Historical and Conceptual Foundations (14 hours)**

Definition of Disability

Evolution of Disability Concept

- Disability Narratives in Structural Functionalism
- Moral Model of Disability
- Medical Model of Disability
- Social Model of Disability
- Bio psycho social Model of Disability
- Economic Model

**Module 2: Contemporary Perspectives and Models (4 hrs)**

- Functional Solutions Model
- Social Identity/Cultural Affiliation Model
- Charity/Tragedy Model
- Other Models

**Module 3: Disability & Communication (12 hrs)**

- Inclusive language and terminologies
- Different modes of communication for PWD
- Appropriate etiquette & ways of communication

**Reference**


1. Areheart, B. A. (2008). When disability isn't "just right:" The entrenchment of the medical model of disability and the Goldilocks dilemma. *Indiana Law Journal, 83*(1), 181-232.

2. Carson, G. (n.d.). *The social model of disability*. Scottish Accessible Information Forum. Retrieved from [link if available

3. Shakespeare, T., & Watson, N. (2002). The social model of disability: An outdated ideology? *Research in Social Science and Disability, 2*, 9-28.

4. Online article: "Models of Disability and their Relation to Accessibility" by Martyn Cooper

5. Mathew Martin, P. J., & Kannan, K. (n.d.). *Rehabilitation Council of India*. Rehabilitation Council of India. Retrieved from https://punarbhava.in/index.php/connect/publications/rci-publications/books-and-manuals?layout=view&id=535

5. Andrews, E. E., Powell, R. M., & Ayers, K. (2022). The evolution of disability language: Choosing terms to describe disability. *Disability and Health Journal, 15*(3), 101328.


| **Course Code** | **Name of the Course** | | |
|---|---|---|---|
| CED2402 | Assistive Technology & Accessibility | | |
| **Credit :** | 2 | | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total instructional hours : 30 , AC: LB- 2, LD- 1, Wt- 50**

**Course Outcomes:** Students must be able to

1. Describe different assistive technology & devices
2. Explain the historical development & Evolution of various assistive & Adaptive technologies
3. Explain universal designs in physical & digital environment
4. Identify common barriers to accessibility in physical and digital environments

**Course outline**

**Module 1: Introduction to Assistive Technologies (8hrs)**

- Overview of Assistive & Adaptive Technologies
- Introduction to assistive technologies and their role in enhancing accessibility for people with disabilities.

**Module 2:Specific Technologies for Different Disabilities (10hrs)**

Visual Impairment & Technologies

- Technologies designed to assist individuals with visual impairments, such as screen readers, magnifiers, and braille displays.

Hearing Impairments & Technologies

- Technologies for individuals with hearing impairments, including hearing aids, cochlear implants, and assistive listening devices.

Mobility & Dexterity Impairment & Technologies

- Technologies to aid individuals with mobility and dexterity impairments, such as wheelchairs, prosthetics, and specialised input devices.

Cognitive & Learning Disabilities & Technologies

- Technologies that support individuals with cognitive and learning disabilities, like text-to-speech software, cognitive aids, and educational apps.

**Module 3: Accessibility and Universal Design ( 12 hrs)**

Accessibility & Universal Design

- Principles and practices of accessibility and Universal Design, emphasising their importance in creating inclusive environments.

Application of Universal Designs

- Application of Universal Design principles in different physical environments (e.g., buildings, public spaces) and digital environments (e.g., websites, software).
    - Common Barriers to Accessibility in physical & Digital spaces

**Reference**

Kapila, S. (n.d.). *Inclusive design communities* (Foreword by D. Barnes)

Holmes, K. (2020). *Mismatch: How inclusion shapes design* (J. Maeda, Foreword). Simplicity: Design, Technology, Business, Life.

Kumar, M. V. M., Moonesar, I. A., Rao, A., Pradeep, N., Annappa, Kautish, S., & Varadarajan, V. (Eds.). (2023). *Computer assistive technologies for physically and cognitively*

*challenged users* (Vol. 2). Bentham Books.

Bess Williamson. (2020). *Accessible America: A History of Disability and Design*.

Gilbert, R. M. (2020). *Inclusive design for a digital world: Designing with accessibility in mind* (1st ed.). Design Thinking Series.

| **Course Code** | **Name of the Course Total Weight** | | |
|---|---|---|---|
| CED2403 | Types of Disability & Accessibility Challenges | | |
| **Credit :** | 2 | | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total Instructional hours: 30, AC: LB- 2, LD- 1, Wt- 50**

**Course Outcomes:** Students must be able to

1. Explain various types of disabilities and specific accessibility challenges related to each type of disability
2. Recommend digital accessibility solutions to each type of disability

**Module 1: Sensory and Physical Disabilities (10 hrs)**

1. Blindness, Challenges & Solutions
2. Colour-blindness, Challenges & Solutions
3. Low Vision, Challenges & Solutions
4. Deaf-blindness, Challenges & Solutions
5. Auditory Disabilities, Mobility, flexibility & Body structure Disabilities, Challenges & Solutions

**Module 2: Cognitive and Learning Disabilities (10 hrs)**

1. Cognitive Disabilities, Challenges & Solutions
2. Dyslexia/Reading Disabilities, Challenges & Solutions
3. Math Disabilities, Challenges & Solutions
4. Speech Disabilities, Challenges & Solutions
5. Seizure Disorders, Challenges & Solutions

**Module 3: Psychological/Psychiatric Disabilities and Other Challenges (10 hours)**

1. Psychological/Psychiatric Disabilities
    - Anxiety Disorders

    - Mood Disorders
    - Schizophrenia
2. Accessibility Challenges & Solutions for people who have psychological/Psychiatric disorders
3. Other (Illness, Sleep Deprivation, trauma,)
4. Multiple Compound Disabilities, Challenges & Solutions

**Reference:**

*ABCs of digital accessibility: Brief introduction to digital accessibility*. Accessible Textbooks for All. Retrieved from https://www.accessibletextbooksforall.org/abcs-digital-accessibility

| **Course Code**<br><br>CED2404 | **Name of the Course Total Weight**<br><br>Accessibility Laws & Guidelines | | |
|---|---|---|---|
| **Credit :** | 2 | | |
| **Type** | Core | **Theory & Practical** | Theory |

**Total Instructional hours: 30, AC: LB- 2 , LD- 1 Wt- 50**

**Course Outcomes**: Students must be able to

1. Explain disability rights and laws in national & International context
2. Explain digital accessibility laws & Guidelines in India & other countries
3. Explain the different levels of World Consortium Accessibility Guidelines compliance (A, AA, AAA) and their implications

**Course outline**

**Module 1: International Disability Laws and Conventions (10 hrs)**

- UNCRPD (United Nations Convention on the Rights of Persons with Disabilities)
- Overview and significance of the UNCRPD in setting global standards for disability rights.

**Module 2: Disability Laws in Specific Regions (10 hrs)**

- Disability Laws in the United States
    - Examination of key laws such as the Americans with Disabilities Act (ADA) and its impact on accessibility.

- Disability Laws in India
    - Overview of disability-related legislation in India, including the Rights of Persons with Disabilities Act.
- Disability Laws in Europe & Other Regions
    - Comparative analysis of disability laws in Europe and other regions, highlighting major legislative frameworks.

**Module 3: Accessibility Guidelines and Standards (10 hrs)**

- Web Content Accessibility Guidelines (WCAG)
    - Detailed exploration of WCAG principles and guidelines for creating accessible web content.
- Authoring Tool Accessibility Guidelines (ATAG)
    - Understanding how ATAG supports developers in creating accessible authoring tools.
- WAI-ARIA 1.0 (Web Accessibility Initiative - Accessible Rich Internet Applications)
    - Overview of WAI-ARIA and its role in enhancing accessibility for web applications.

**Reference**

Rivenburgh, K., & Ullrich, S. (Ed.). (2022). *The ADA book: ADA compliance for websites, apps, and other digital assets*.

Georgakas, D. (2023). A11Y unraveled: Become a web accessibility ninja. Apress.

Gilbert, R. M. (2019). *Inclusive design for a digital world: Designing with accessibility in mind*. Apress.

| **Course Code**<br><br>CED2405 | **Name of the Course**<br><br>Web Accessibility & Testing | | |
|---|---|---|---|
| **Credit :** | | 2 | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total Instructional hours: 30, AC: LB- 2, LD- 1, Wt- 50**

**Course Outcomes**: Students must be able to

1. Design & test accessible user experience
2. Create responsive & Accessible multimedia content
3. Conduct comprehensive web accessibility testing.
4. Evaluate & ensure conformance with accessibility standards

**Course outline**

**Module 1: Designing Accessible User Experiences (10 hrs)**

- Accessible User Experience
    - Understanding the principles and importance of designing for accessibility.
        - Semantic structure & navigation for accessible websites.
    - Visual design principles and considerations, including color accessibility.
    - Device-independent input methods to ensure accessibility across different devices.
- Accessible Forms and Multimedia Content
    - Best practices for creating accessible forms, including labels, instructions, and validations.
    - Creating responsive and accessible multimedia content, such as images, SVG, canvas, and animations.
    - Techniques for responsive design and considerations for zoom functionality.
- Advanced Interactivity and Accessibility
    - Accessibility considerations for dynamic updates, AJAX, and single-page applications.
    - Implementing custom JavaScript and ARIA widgets to enhance accessibility.

**Module 2: Web Accessibility Testing Methods (10 hrs)**

- Basic Methods & Tools for Web Accessibility Testing
    - Introduction to tools and methods for basic accessibility testing. ○ Specific focus on techniques for testing accessibility features using screen readers.
- Conformance Testing to Standards
    - Detailed methodologies for conducting conformance testing according to WCAG 2.0, 2.1, and upcoming 2.2 standards.
    - Overview of EN 301-549 (V.3.2.1) and Section 508 (2017) conformance testing methodologies.

**Module 3: Usability and Conformance Evaluation (10 hrs)**

- Usability Testing for Accessibility
    - Principles and methods for conducting usability testing specifically aimed at accessibility.
    - Evaluating and ensuring conformance with accessibility standards through practical assessments.

**Reference**

Matuzovic, M. (2024). *Web accessibility cookbook*. O'Reilly Media, Inc. Kalbag, L. (2017). *Accessibility for everyone* (H. Pickering, Foreword). A Book Apart.

Goodman, M. (2019). *Practical web inclusion and accessibility: A comprehensive guide to access needs* (1st ed.). Apress.

| **Course Code**<br><br>CED2406 | **Name of the Course**<br><br>Mobile Accessibility & Testing | | |
|---|---|---|---|
| **Credit :** | 2 | | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total Instructional hours: 30, AC: LB- 2, LD- 1, Wt- 50**

**Course Outcomes**: Students must be able to

1. Explain key concepts and principles of mobile app accessibility
2. Explain Android accessibility features
3. Apply various methods & Tools for testing the accessibility of Android applications
4. Perform IOS & Android accessibility testing for mobile apps

**Course outline**

**Module 1: Mobile App Accessibility Fundamentals (10 hrs)**

- Mobile App Accessibility Fundamentals
  - ○ Introduction to accessibility principles specific to mobile applications.
  - ○ Understanding the importance of accessible design in mobile apps. ○ Overview of guidelines and best practices for mobile accessibility.

**Module 2: Android Accessibility (10 hrs)**

- Android Accessibility Features
  - ○ Detailed exploration of accessibility features built into the Android operating system.
  - ○ How these features benefit users with disabilities and enhance accessibility.
- Android Accessibility Testing
  - ○ Methods and tools specific to testing accessibility in Android apps. ○

Techniques for ensuring Android apps conform to accessibility standards.

**Module 3: iOS Accessibility (10 hrs)**

- iOS Accessibility Features
  - ○ Examination of accessibility features available on iOS devices and platforms.
  - ○ How iOS accessibility features are implemented and utilised in apps.
- iOS Accessibility Testing
  - ○ Strategies and tools for testing accessibility in iOS applications. ○ Ensuring iOS apps meet accessibility requirements and guidelines.

**Reference**

Shanley, C. (n.d.). *Accessibility on mobile devices: The definitive field guide to accessibility and digital inclusion for business managers and project teams*.

| **Course Code**<br><br>CED2407 | **Name of the Course**<br><br>Document Accessibility & Testing | | |
|---|---|---|---|
| **Credit :** | 2 | | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total Instructional hours: 30, AC: LB- 2, LD- 1,Wt- 50**

**Course Outcomes**: Students must be able to

1. Create accessible documents using Microsoft Office and Google Workspace applications.
2. Demonstrate skills to publish accessible digital content
3. Create accessible email communication

**Course outline**

**Module 1: Microsoft Office and Google Workspace Accessibility (12hrs)**

1. Accessibility for MS Office
   - ○ Techniques and best practices for creating accessible documents using Microsoft Office applications like Word, Excel, and PowerPoint.
   - o Accessibility features specific to MS Office.
2. Accessibility for Google Workspace
   - ○ Ensuring accessibility in Google Workspace apps such as Google Docs,

Sheets, and Slides.
- ○ Accessibility features and guidelines for Google Workspace.

**Module 2: PDF, InDesign, and EPUB Accessibility (12 hrs)**

1. PDF Accessibility
   - ○ Creating accessible PDF documents, including basics like tagging and advanced techniques for interactive and multimedia PDFs.
   - ○ Tools and methods for testing PDF accessibility.
2. InDesign Accessibility
   - ○ Techniques for designing accessible content in Adobe InDesign.
   - ○ Creating accessible layouts, graphics, and documents using InDesign.
3. EPUB Accessibility Techniques
   - ○ Ensuring accessibility in EPUB formats for digital publications and ebooks.
   - ○ Guidelines and best practices for accessible EPUB creation.

**Module 3: Email Accessibility and Testing (6 hrs)**

1. Email Accessibility in Outlook
   - ○ Best practices for creating accessible emails using Microsoft Outlook.
     - o Ensuring accessibility in email content and templates.

**Reference**

Cunningham, K. (2012). *Accessibility handbook*. O'Reilly Media, Inc.

| **Course Code**<br><br>CED2408 | **Name of the Course**<br><br>Accessibility Audit | | |
|---|---|---|---|
| **Credit :** | 3 | | |
| **Type** | Core | **Theory/Practical** | Theory |

**Total Instructional hours: 45, AC: LB- 2 activities, LD- 1 Wt- 50**

**Course Outcomes :** Students must be able to

1. Apply international accessibility standards & other relevant guidelines to evaluate and assess accessibility
2. Use various tools for auditing digital content and environments for accessibility
3. Produce detailed accessibility audit report with findings, prioritised recommendations and compliance assessments

**Course Outline**

**Module 1: Preparation & Automated Testing (17 hrs)**

**A. Introduction to Accessibility Auditing**

- Importance and objectives of accessibility auditing
- Setting up audit goals and scope

**B. Preparation for Accessibility Audits**

- Identifying key areas for accessibility assessment
- Gathering necessary tools and resources
- Creating an audit plan and timeline

**C. Automated Testing Tools and Techniques**

- Introduction to automated testing tools (e.g., Axe, WAVE, Lighthouse)
- Configuring and using automated tools for initial assessments
- Interpreting results from automated tests

**D. Case Studies and Practical Applications**

- Real-world examples of automated testing in action
- Hands-on exercises with automated testing tools
- Best practices for integrating automated testing into the audit process

**Module 2: Manual Testing (13 hrs)**

**A. Understanding the Importance of Manual Testing**

- Limitations of automated testing
- Key areas where manual testing is essential

**B. Techniques for Manual Accessibility Testing**

- Keyboard navigation and focus management

- Screen reader testing (using tools like NVDA, JAWS, VoiceOver)
- Color contrast and visual design checks
- Assessing semantic HTML and ARIA roles

**C. Performing Manual Testing**

- Step-by-step guide to conducting manual tests
- Creating test scenarios and user personas
- Documenting issues found during manual testing

**D. Case Studies and Practical Applications**

- Real-world examples of manual testing in action
- Hands-on exercises with manual testing techniques
- Best practices for ensuring thorough manual testing

**Module 3: Reporting and Follow-Up (15 hrs)**

**A. Creating Effective Accessibility Reports**

- Structuring and organising accessibility reports
- Detailing findings from automated and manual testing
- Prioritising issues based on severity and impact

**B. Communicating Findings to Stakeholders**

- Presenting reports to developers, designers, and management
- Using clear, non-technical language for broader audience.

**C. Tracking Remediation Efforts**

- Developing a remediation plan
- Collaborating with development teams to address issues
- Monitoring progress and verifying fixes

**D. Ensuring Continuous Accessibility Compliance**

- Setting up regular audit schedules
- Implementing ongoing monitoring and testing practices
- Keeping up with updates in accessibility standards and best practices

**Reference:**

1.Digital Education Strategies, The Chang School. (2019). *Professional web accessibility auditing made easy*

*2. Mancilla, R., & Frey, B. A. (Eds.). (n.d.). Guide to digital accessibility (1st ed.).*

| Course Code | Name of the Course | | |
|---|---|---|---|
| CED2409 | Capstone Project | | |
| **Credit :** | 3 | | |
| **Type** | Core | **Theory/Practical** | Practical |

**Learning Deep 2, Wt 100**

Evaluation of the project report, Final report (Viva)

**Course Outcomes**: Students must be able to

1. Audit websites, mobile apps and digital contents using various accessibility guidelines & Tools
2. Produce a comprehensive report with prioritised recommendations
3. Advocate for digital accessibility by creating awareness in the society

**Course outline**

1. Choose a website for accessibility audit
2. Prepare - Define the scope of the audit
3. Conduct Automated testing
4. Conduct Manual Testing
5. Produce a comprehensive report with prioritised recommendations 6. Conduct awareness programs or workshops to advocate for digital accessibility

**Reference:**


1.Digital Education Strategies, The Chang School. (2019). *Professional web accessibility auditing made easy*

*2. Mancilla, R., & Frey, B. A. (Eds.). (n.d.). Guide to digital accessibility (1st ed.).*