TECHRANGERS

Accessibility

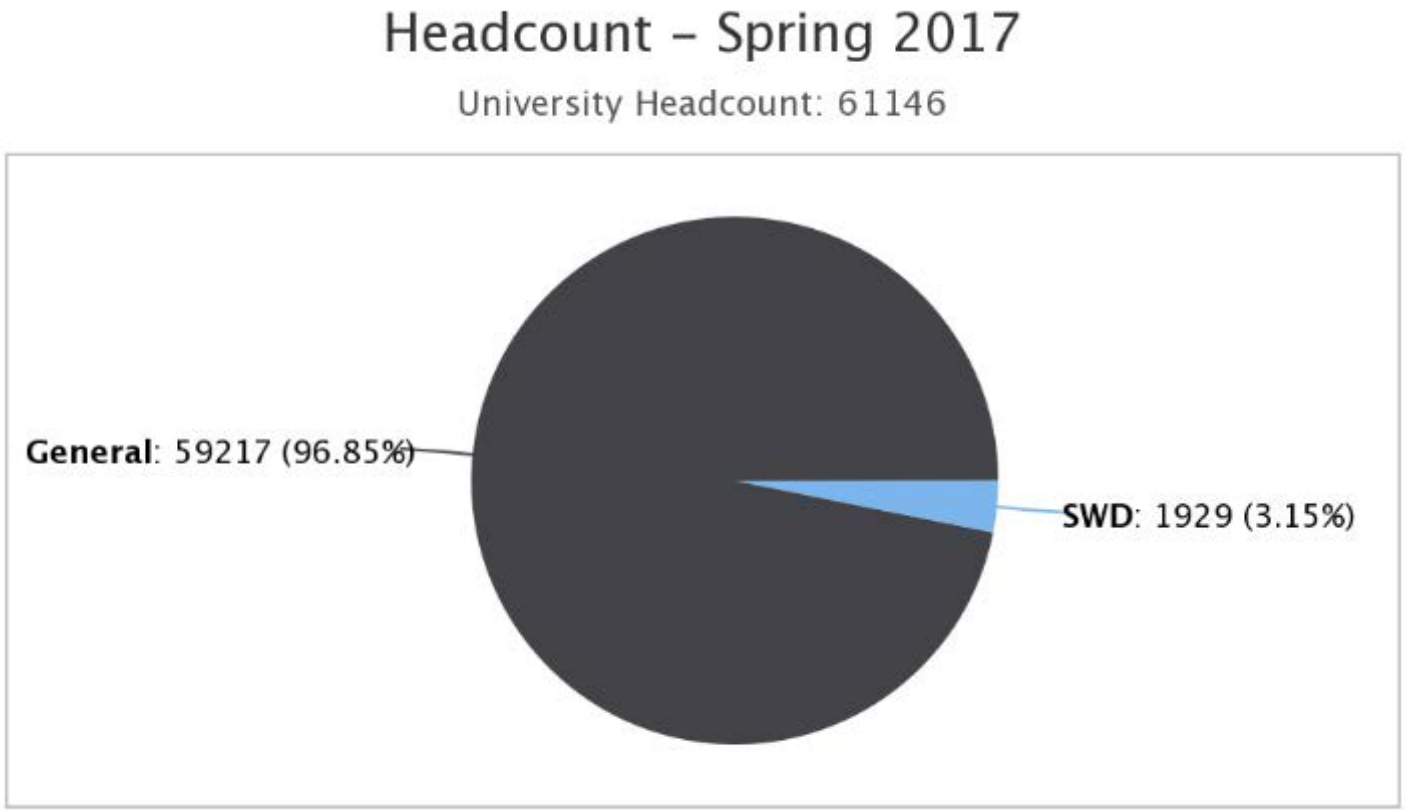
Techrangers | What We Do

- Accessibility
- Course Development
- Application Development
- Training/Community Outreach
  - TechTimes
  - Facebook: UCFTechrangers
  - Twitter: @techrangers
  - Web: https://techrangers.cdl.ucf.edu/

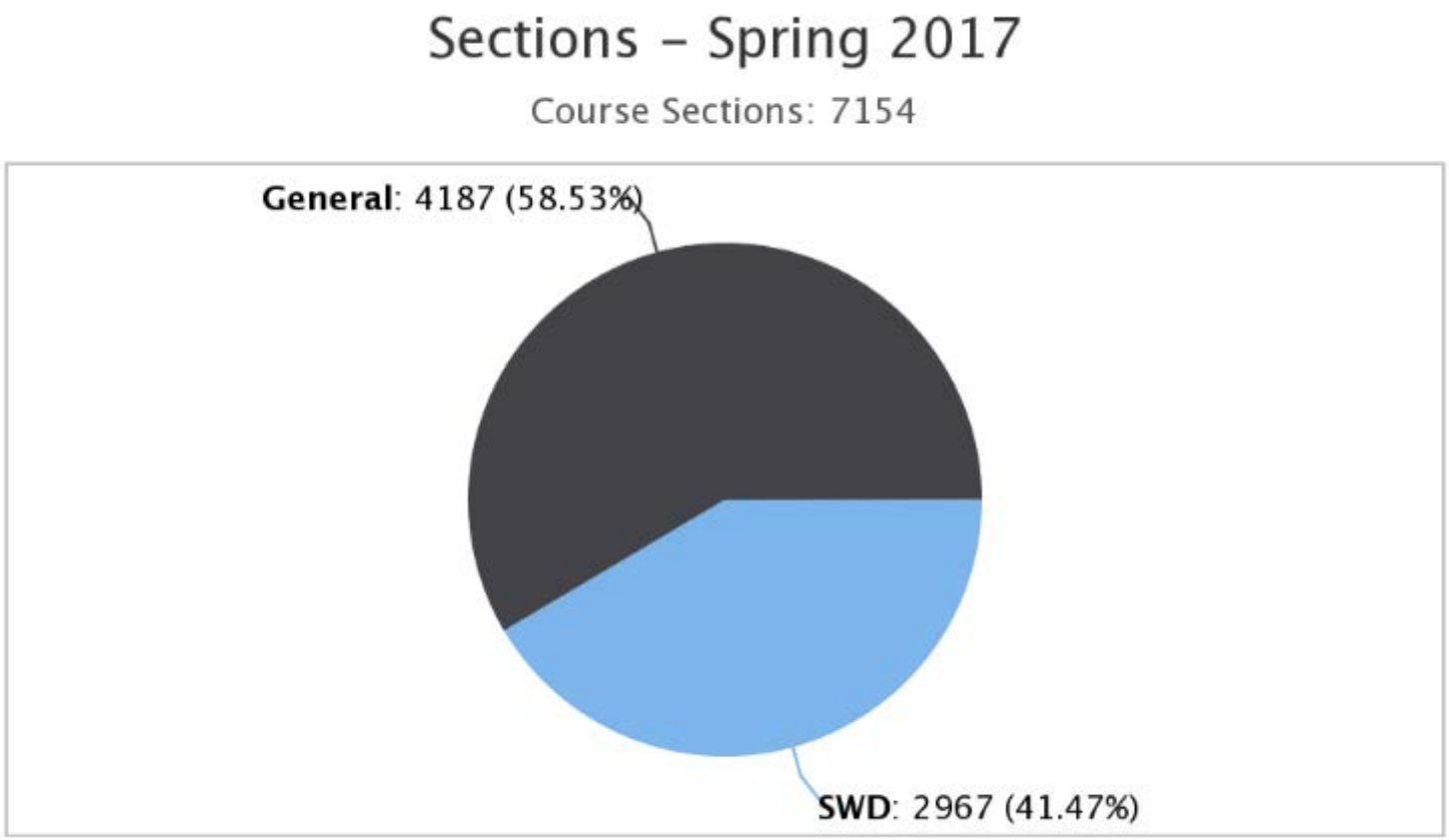
Accessibility

- All content should be accessible to all students.
- It is the faculty's responsibility, but we're here to help.
- Common Misconceptions:
  - You can still use multimedia.
  - There are more students with disabilities than you think.

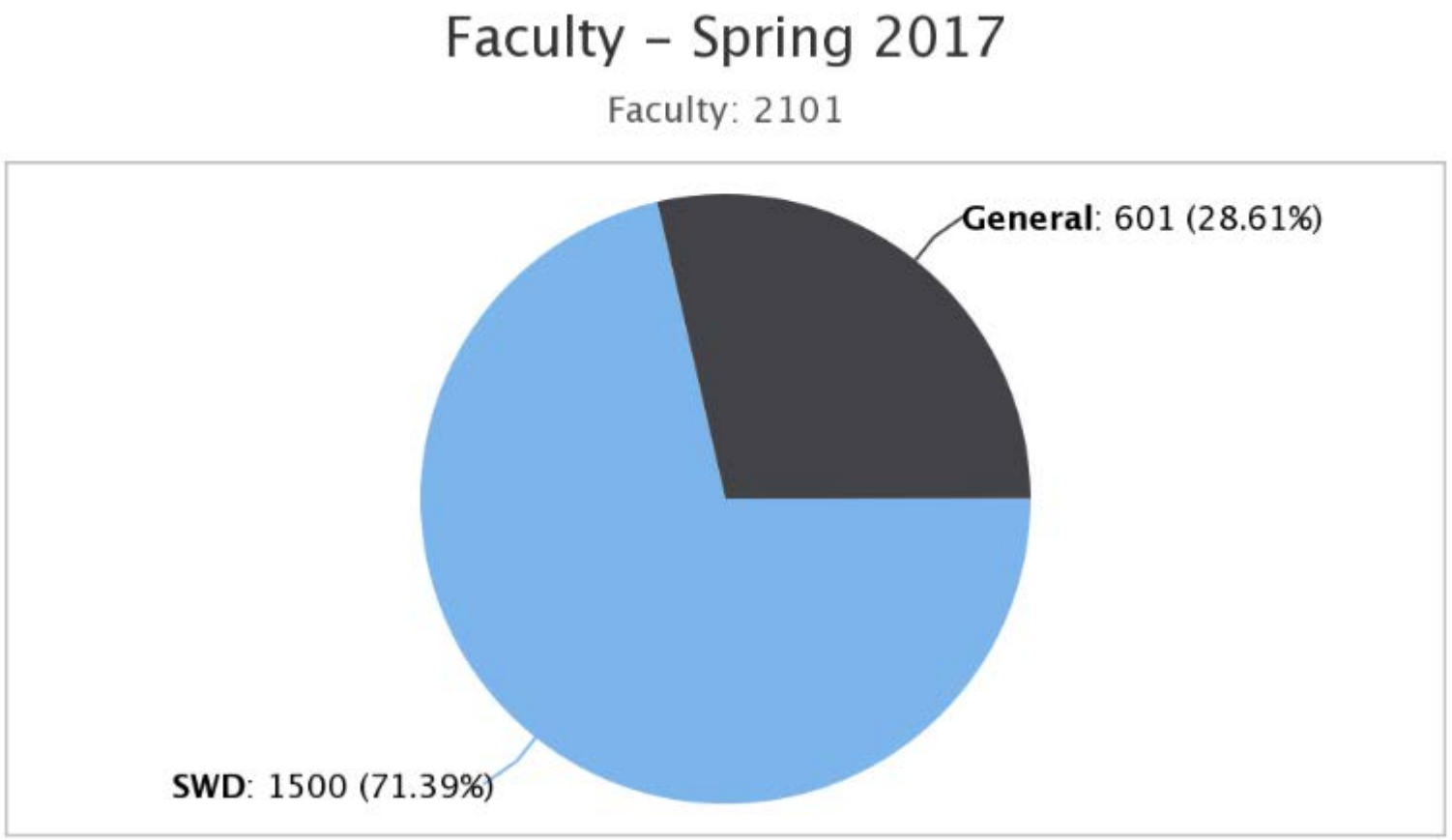
UCF SAS Connected Stats



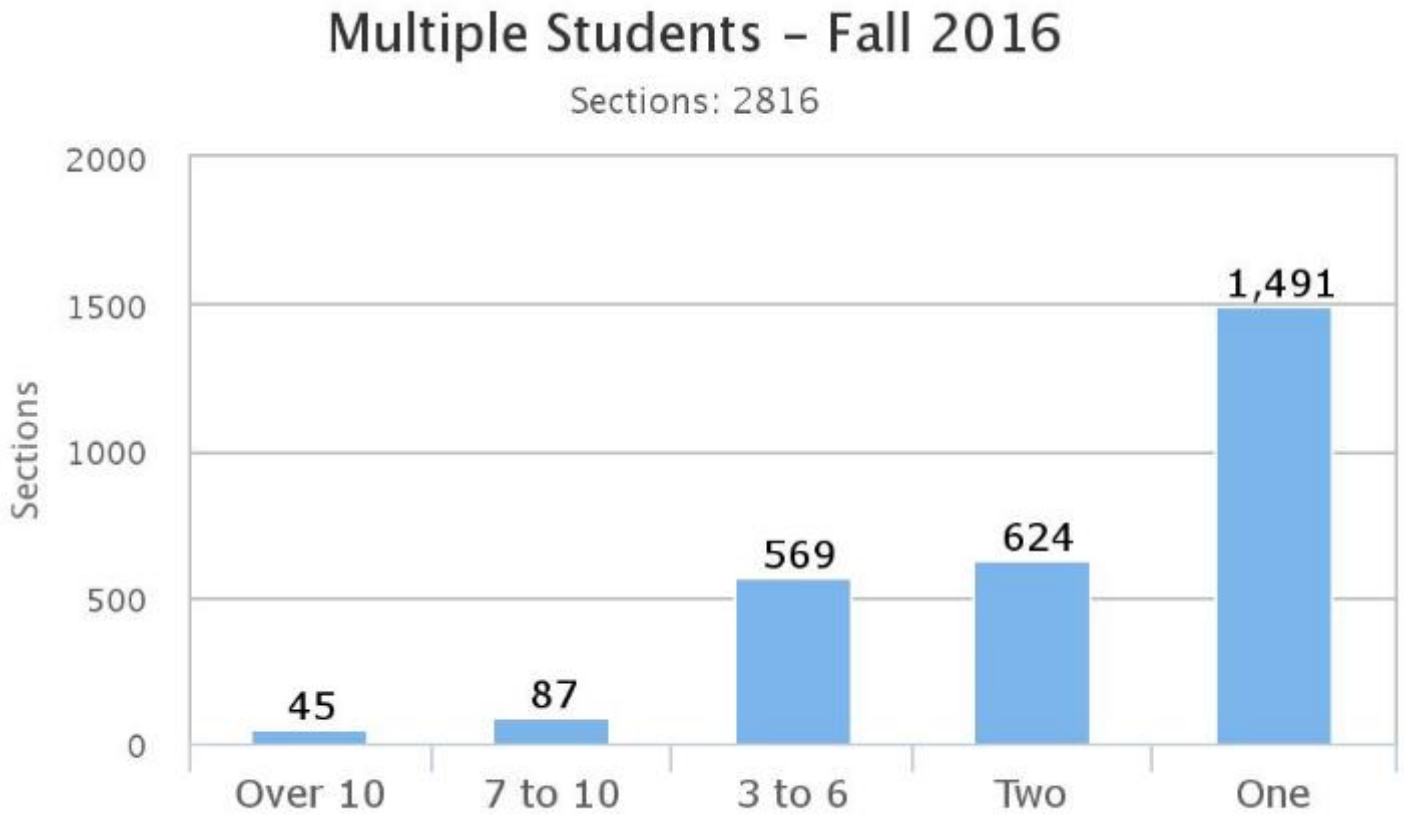
UCF SAS Connected Stats



UCF SAS Connected Stats



UCF SAS Connected Stats



Techrangers | Accessibility

- Categories of disabilities
  - Cognitive
  - Visual
  - Auditory
  - Motor

Techrangers | Cognitive

- Dyslexia
  - Avoid justified text
- ADD/ADHD
  - Avoid long documents, break up content
- Visual Comprehension
  - Avoid using unnecessary images

Techrangers | Visual

- Blindness
  - Format content for screenreaders
- Color Blindness
  - Ensure proper contrast
- Low Vision
  - Plan content for magnifiers

Techrangers | Color Blindness

Good Contrast

Bad Contrast

Good Contrast

Bad Contrast

Techrangers | Color Blindness

Good Contrast

Bad Contrast

Good Contrast

Bad Contrast

Techrangers | Use of Color

Course Description

Include **catalog description** and **prerequisites**

Course Objectives

- Objective One which is super important.
- Objective Two, also really important!
- Objective Three, the **most important!**

Required Text

- Required Text One
- Required Text Two
- Required Text Three

Techrangers | Low Vision

University of Central Flori

Strategic Manageme

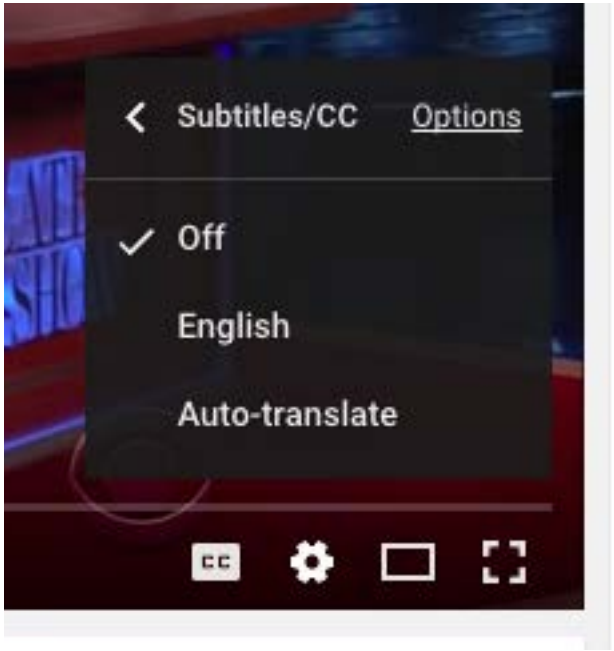
Techrangers | Auditory

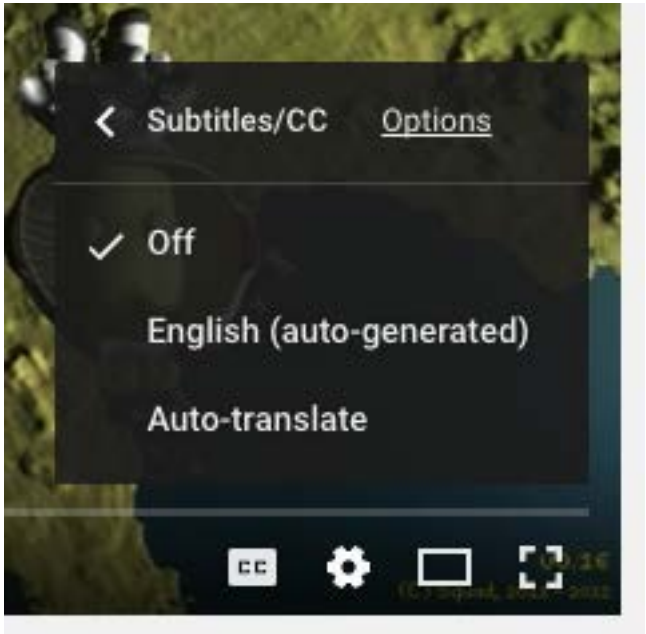
- Closed Captions
- Transcripts

Techrangers | Videos With CC

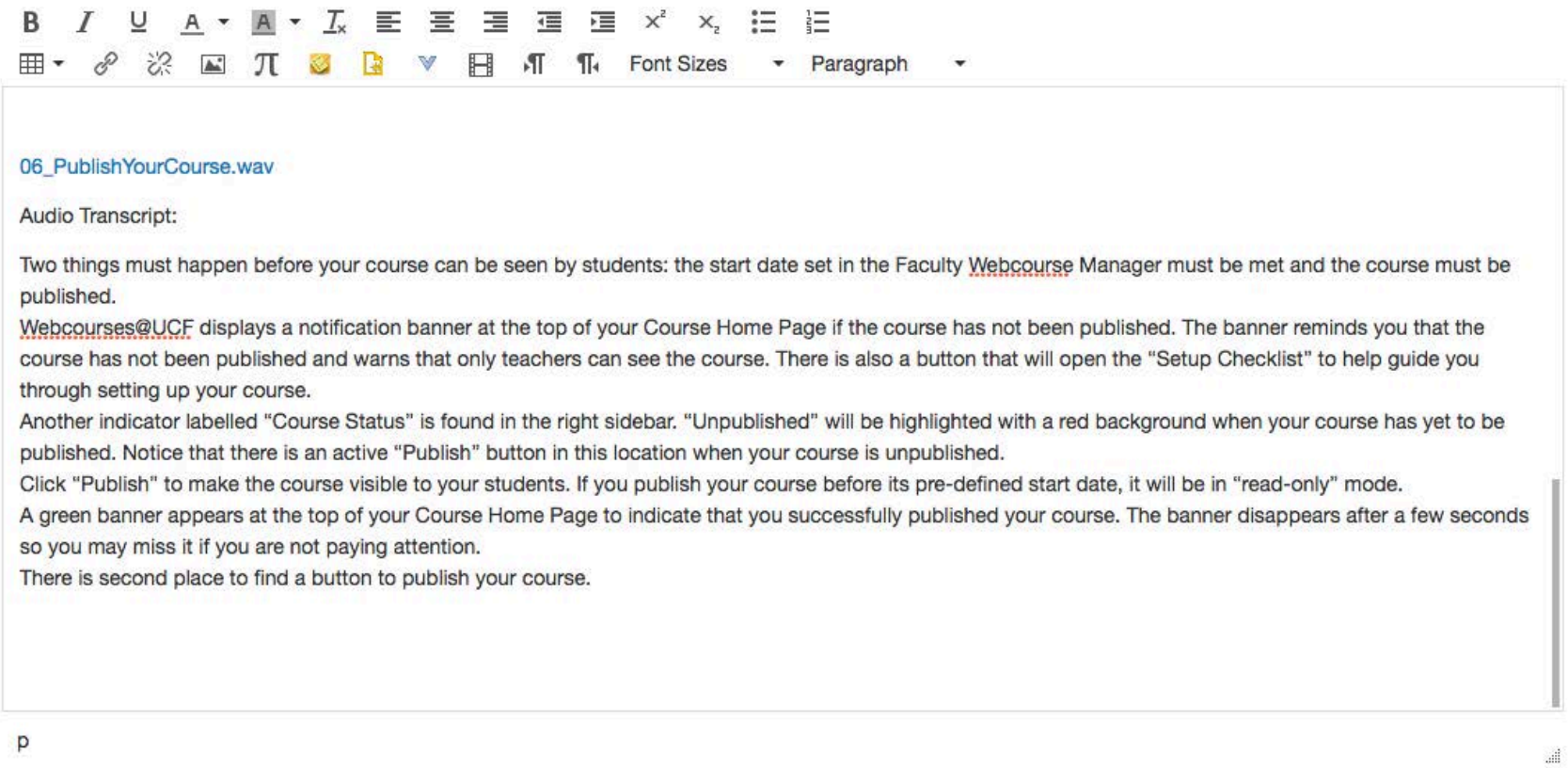
Videos and Narrated PPTs without Closed Captioning

Techrangers | Closed Caption





Techrangers | Audio Transcript



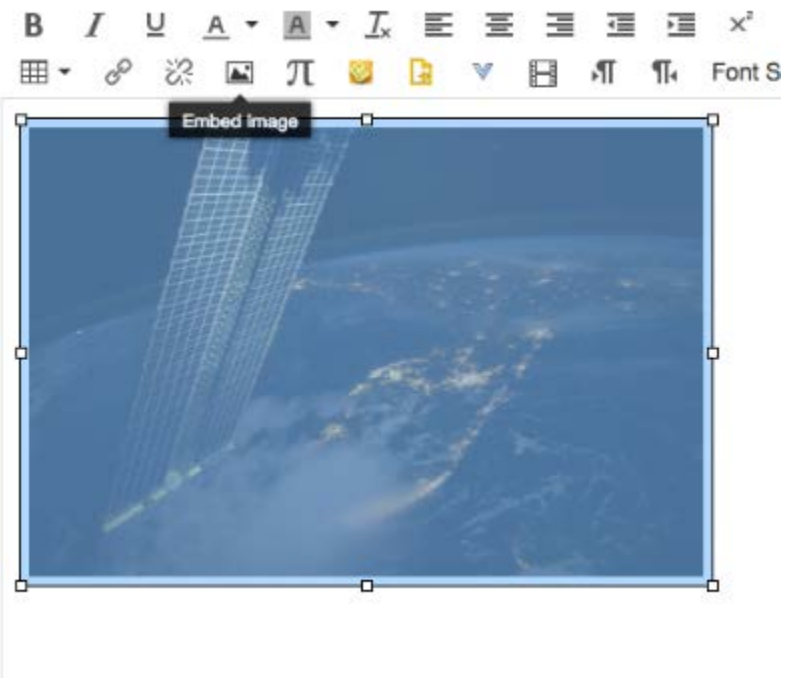
Techrangers | Proper Formatting

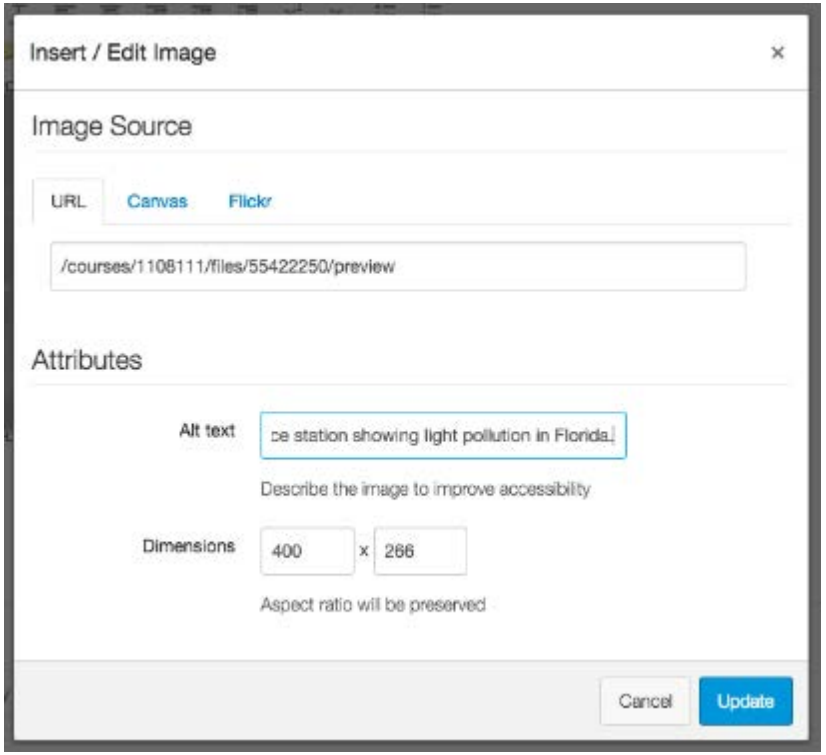
- Makes page content more digestible
  - Information more easily referenced
  - Information broken up and clearly formatted
- Better navigation ability for assistive technology
  - Screen readers
  - Motor disability navigation

Techrangers | Formatting Errors

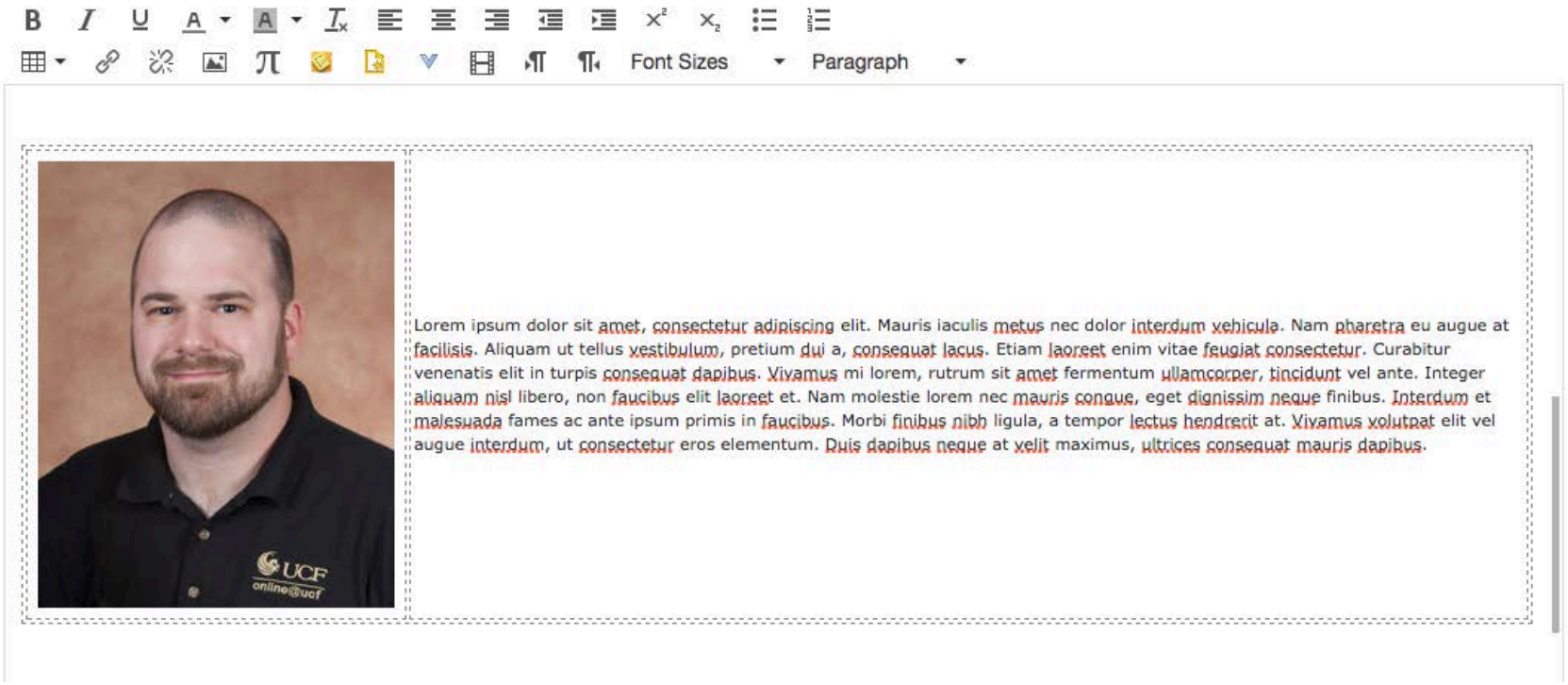
- Images without ALT text
- Using tables for layout
- Tables without proper headers
- Improperly formatted PowerPoints and Word DOCs
- Untagged or image-based PDFs

Techrangers | Image Alt Text

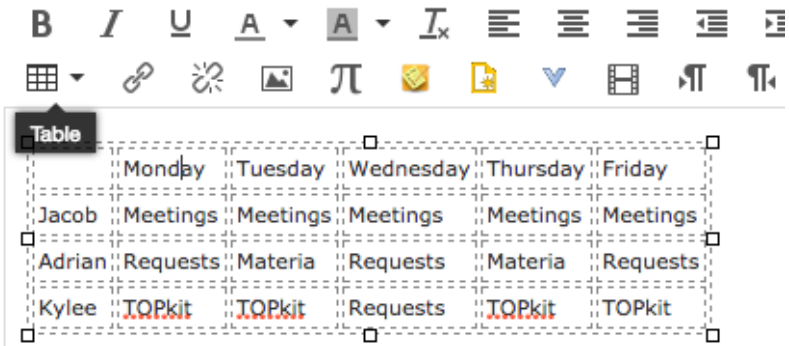


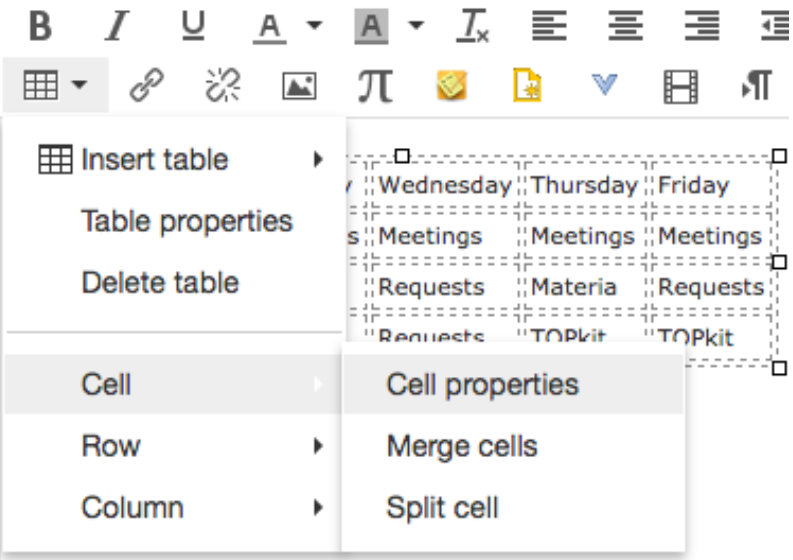


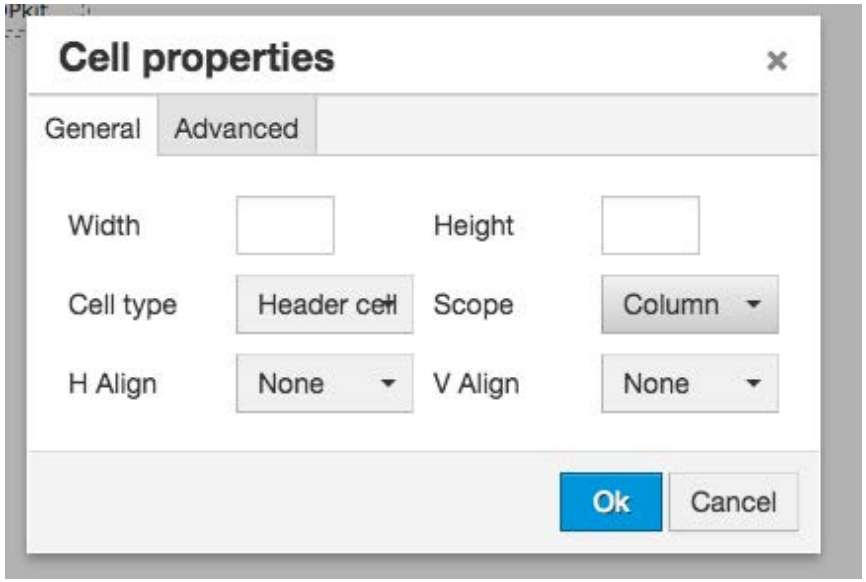
Techrangers | Using Tables



Techrangers | Table Headers

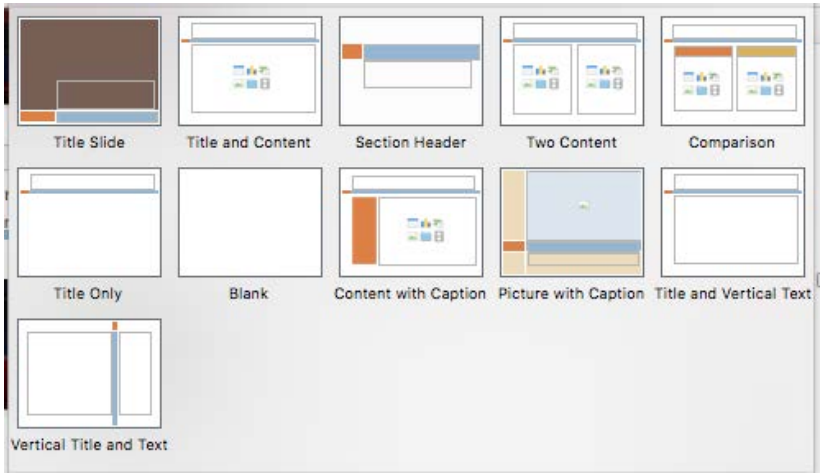


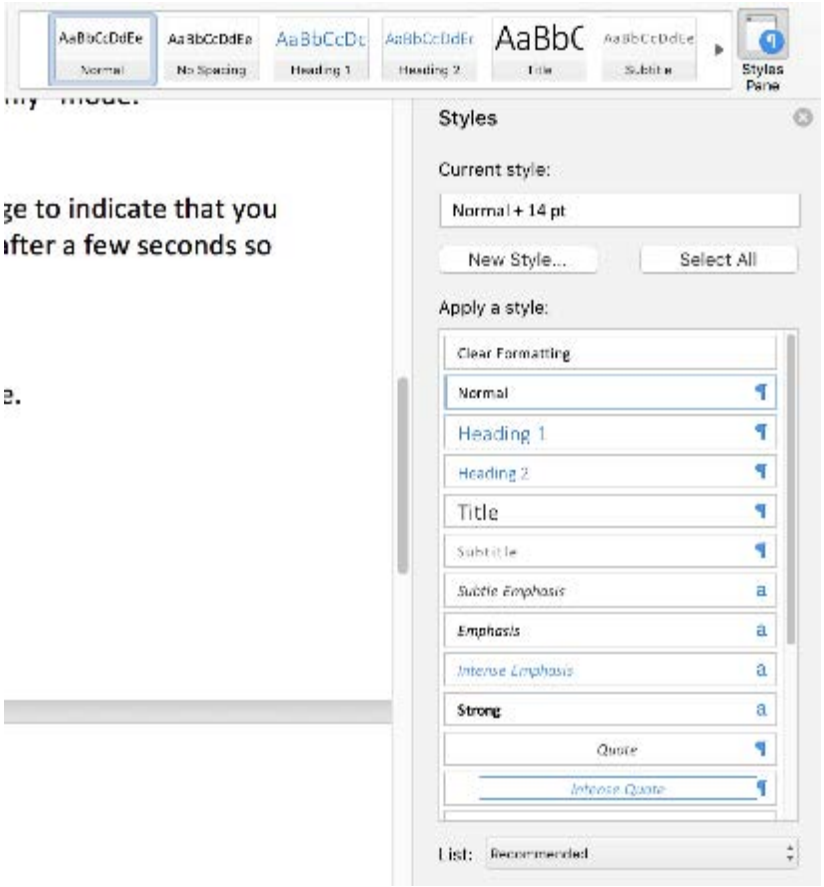




	Monday	Tuesday	Wednesday	Thursday	Friday
Jacob	Meetings	Meetings	Meetings	Meetings	Meetings
Adrian	Requests	Materia	Requests	Materia	Requests
Kylee	TOPkit	TOPkit	Requests	TOPkit	TOPkit

Techrangers | PPTs and Docs





Techrangers | Tagged PDFs

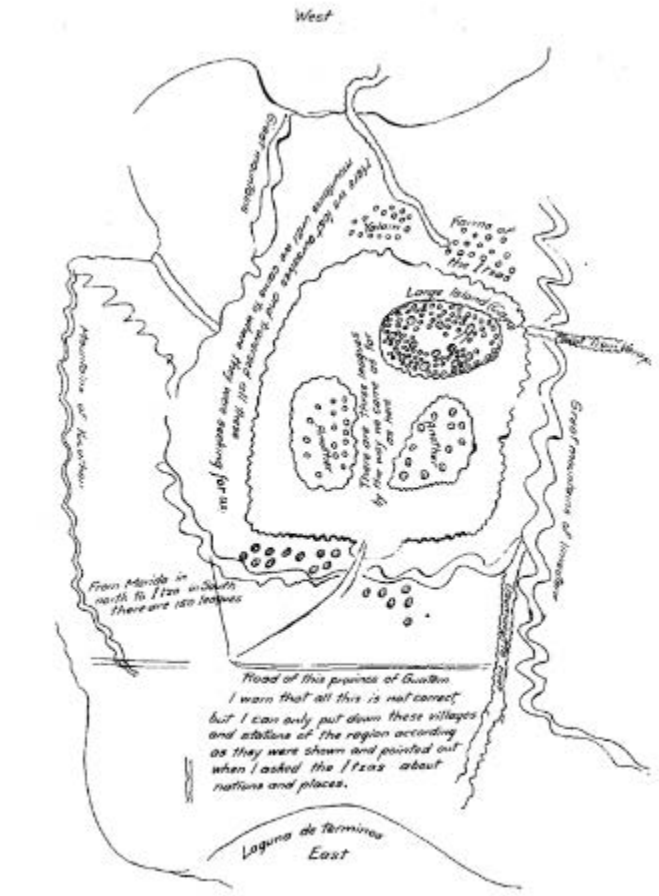
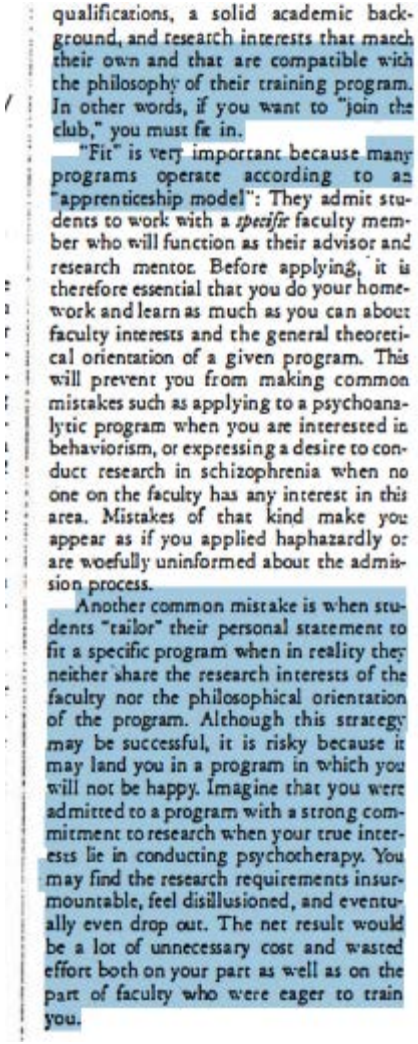


Fig. 3. Earliest known map of Tayasal excerpted from Means (1917, Plate 1). Note that Means has east and west reversed.

Table I. Caracol causeways and vias

Road	Distance (km)	Associated Terminus Group
1	5.30	Retiro SFT
2	4.30	RHB
3	2.50	Ramonal SFT
4	3.00	Conchita SFT
5	7.30	Cahal Pichik
6	1.70	Puchituk SFT
7	4.00	Ceiba SFT
8	1.90	Hatzcap Ceel SFT
9	1.20	Dos Tumbas
10	1.20 (5.20)	unknown
11	0.40	Northwest Group
12	0.07	Retiro Hilltop
13	0.04	Retiro Hillside
14	0.24	Retiro Main
15	>0.50	Cohune
16	0.63 (1.90)	La Rejolla (?)
17	0.11	Ceiba South
18	0.12	Ceiba Northwest
19	0.25	Ceiba Northeast
20	5.30	Chaquistero
21	0.12	Double
22	0.24	Open
23	0.11	Zoom
24	0.06	Plaza of the Two Stelae
25	0.30	Machete
26	0.05	J's
27	0.43	(cross-causeway)
28	0.10	Hilltop
29	0.13	Cro
30	0.10	Pajaro
31	0.03	Mujer
32	0.40	Royal
33	0.12	Conchita Summit
34	0.07	Tulaktuhebe
35	0.10	unknown (RHB)
36	0.06	Walled

Techrangers | Poor Quality OCR



qualifications, a solid academic background, and research interests that match their own and that are compatible with the philosophy of their training program. In other words, if you want to "join the club," you must fit in.

"Fit" is very important because many programs operate according to an "apprenticeship model": They admit students to work with a *specific* faculty member who will function as their advisor and research mentor. Before applying, it is therefore essential that you do your homework and learn as much as you can about faculty interests and the general theoretical orientation of a given program. This will prevent you from making common mistakes such as applying to a psychoanalytic program when you are interested in behaviorism, or expressing a desire to conduct research in schizophrenia when no one on the faculty has any interest in this area. Mistakes of that kind make you appear as if you applied haphazardly or are woefully uninformed about the admission process.

Another common mistake is when students "tailor" their personal statement to fit a specific program when in reality they neither share the research interests of the faculty nor the philosophical orientation of the program. Although this strategy may be successful, it is risky because it may land you in a program in which you will not be happy. Imagine that you were admitted to a program with a strong commitment to research when your true interests lie in conducting psychotherapy. You may find the research requirements insurmountable, feel disillusioned, and eventually even drop out. The net result would be a lot of unnecessary cost and wasted effort both on your part as well as on the part of faculty who were eager to train you.

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UDOIT Demo

Need Help?

- https://cdl.ucf.edu/teach/accessibility/
- Ask your Instructional Designer
- Contact Webcourses@UCF Support
  - webcourses@ucf.edu
  - (407) 823-0407