

CREATING ACCESSIBLE DIGITAL MARKETING

Overview of the concepts that need to stay front-of-mind as we create content that is Equally Accessible by all users.



Alison Haynes, Digital Accessibility Compliance Coordinator
Division of Information Technology

AN **EQUAL ACCESS**

PRESENTATION

KENT STATE
UNIVERSITY

ACCESSIBILITY IS ABOUT

CONTEXT

WHERE & HOW is the user interacting with your content?

Will your content ADAPT well on any device or assistive tech?

Have you ENABLED all source accessibility features before publishing content?

EQUAL ACCESS

ACCESSIBILITY IS ABOUT

EXPERIENCE

Have you presented your content CLEANLY and CLEARLY?

Can MANY TYPES of users have a good experience?

Can the user OPERATE and UNDERSTAND your content easily and in the way they choose?

EQUAL ACCESS

INTRO

COMPLIANCE

WCAG P.O.U.R.

PERCEIVABLE

OPERABLE

UNDERSTANDABLE

ROBUST

CASE STUDY #1

CASE STUDY #2

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ACCESSIBILITY IS ABOUT CONTEXT & EXPERIENCE

Making every digital product accessible by all people in every environment **IS NOT POSSIBLE**. You are looking for solutions that can address as many needs as possible in as many ways as possible.

Accessibility is not a Boolean function – off/on, white/black, yes/no. It is a consistently grey area in which we prioritize compliance with certain standards based on...

- Scope
- Use
- Enterprise priorities
- Enterprise values



...then communicate those standards to creators and users.

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ACCESSIBILITY IS ABOUT CONTEXT & EXPERIENCE

Labeling a document or other digital content is completely accessible or completely inaccessible is inaccurate: instead, my team regularly uses the phrase “**MEETS APPROPRIATE ACCESSIBILITY STANDARDS**”

I’m here to help with setting those standards – in fact, I prefer that you lean on me for determining those standards so there is uniformity of messaging across our campuses.

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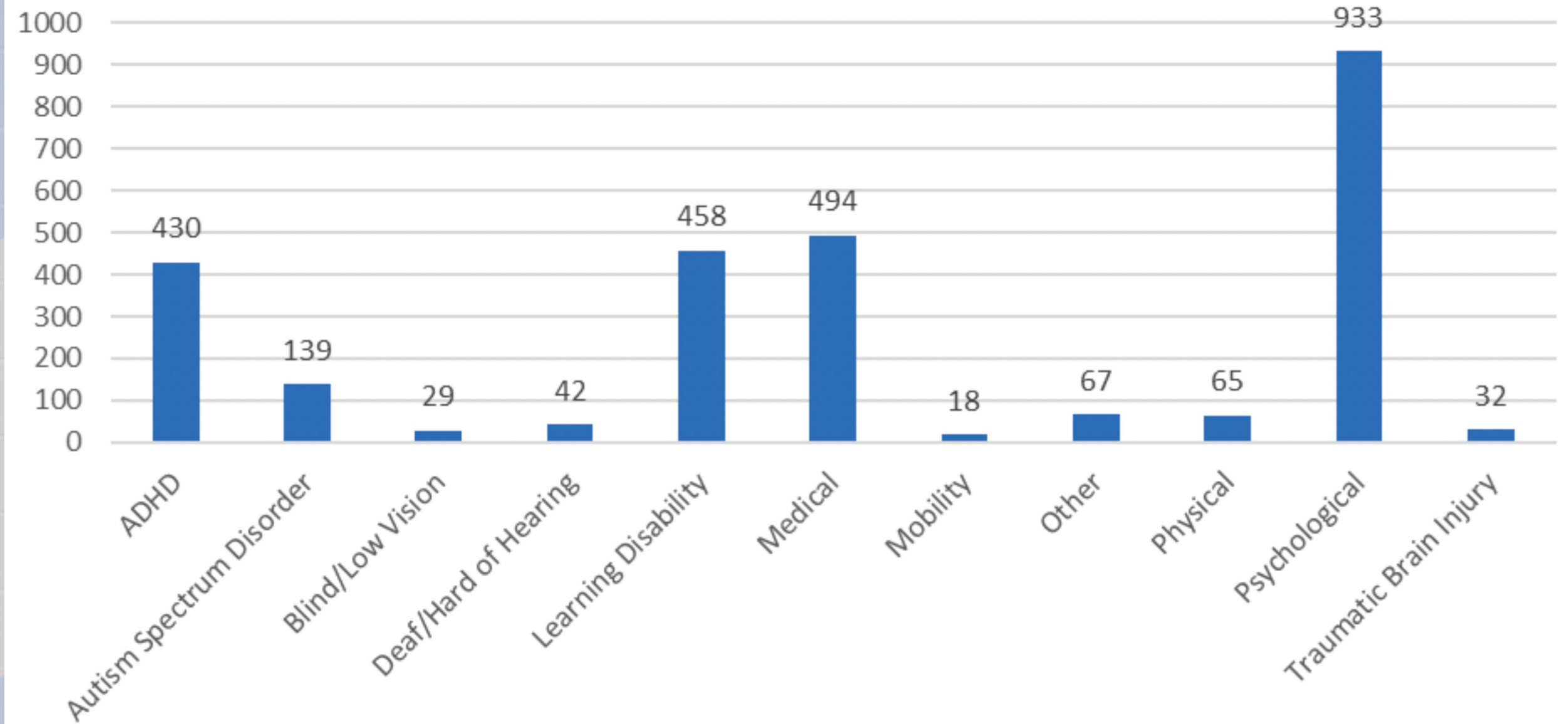
ACCESSIBILITY USER

- Anyone whose access to information, activities, and/or environments are impeded by a **temporary, recurring, or permanent condition** which impacts their ability to engage in one or more **major life activity**, including but not limited to,
 - Cognitive, Physical Mobility, Auditory, Verbal, or Ocular disabilities
 - Age, Language, Culture, Education
 - Economic position
 - Technological aptitude and access
- **EVERYONE** is impacted by one of the above at some point in their lives and therefore needs accessibility-focused design to thrive.

DESIGNING FOR CERTAIN DISABILITIES

Demographics of Student Accessibility Students at Kent State

2021-2022 Students with Disabilities by Category



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WHAT IS OUR DIGITAL ACCESSIBILITY POLICY?

It is the policy of the university to make its electronic and information technologies **accessible to all students, prospective students, employees, guests and visitors** with disabilities, particularly those with visual, hearing, or manual impairments or who otherwise require the use of assistive technology to access information provided through the university's electronic and information technologies.

Ohio Administrative Code 3342-4-16

<https://www.kent.edu/digital-accessibility/policy-overview>

WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG)

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Perceivable

Ensuring that everyone is able to perceive your content even if they access information in a non-typical way



Text alternatives for non-text content

Alternatives for audio and video content

Adaptable content which is separate from style

Distinguishable content that can be seen and heard



Operable

Allowing users to operate your application using a variety of methods and forms of technology



Keyboard accessible functionality

Seizures – avoid designing content which could cause a seizure

Enough time to read or use content



Navigable – ways to navigate and find content easily

WEB CONTENT ACCESSIBILITY GUIDELINES (WCAG)

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IMAGE: c. Barclays Bank PLC
2016. All rights reserved.

Understandable

All your content should be understandable, clear and concise and you should allow users to explore it at their own pace



Readable
simplify text
content

Predictable pages
which operate in a
consistent way

Input assistance
helping users
avoid and correct
mistakes

Robust

You should ensure that what you develop can be used by reasonably outdated, current and anticipated technology standards and assistive technologies



Compatible
with other products
including assistive
technologies e.g.
screen readers and
magnifiers

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PERCEIVABLE SOLUTIONS – MAKE IT EASIER FOR USERS TO “SEE” & “HEAR” CONTENT

1. ALT TEXT for images for screen reader users.

- A detailed explanation of the visual image which remains hidden to non-screen reader users.
- Be succinct but specific. Leave out “Image of...” or “Picture of...”
- Some platforms are now using machine learning to generate alt text but is often misleading and inaccurate. Custom text is always preferable.
- SEO benefits
- Necessary for images which do not add additional meaning.

TIP: Don't rest on a company's public assurances that their products or features are completely accessible. Look in forums and user reviews for real info or contact us to help you test.

EXPERIENCE-BASED ALT TEXT

Alt-text with no context:

- A mostly empty stadium.

Alt-text on a page about recent turnout for track tryouts:

- Harvard Stadium with two lone runners bounding up the steps.

Alt-text on page about renovation projects:

- Harvard Stadium with cracked concrete pillars.

Alt-text that is machine-generated: place outside



RIGHT CLICK when adding an image online or look for ***“alt text”*** or ***“image description”*** in the options.

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PERCEIVABLE SOLUTIONS: SOCIAL MEDIA TRENDS

EMOJIS

“Wishing you a prosperous new year excited face with money symbols for eyes and stuck-out tongue excited face with money symbols for eyes and stuck-out tongue excited face with money symbols for eyes and stuck-out tongue excited face with money symbols for eyes and stuck-out tongue. You guys free tonight? Give me a call.”

BEST PRACTICES:

Use emojis in moderation

Put them at the end

Never have a call to action

AFTER the emojis



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PERCEIVABLE SOLUTIONS: MORE SOCIAL MEDIA TRENDS

HASHTAGS

Always use Camel Case – the capitalization of the first letter of each word in a hashtag.

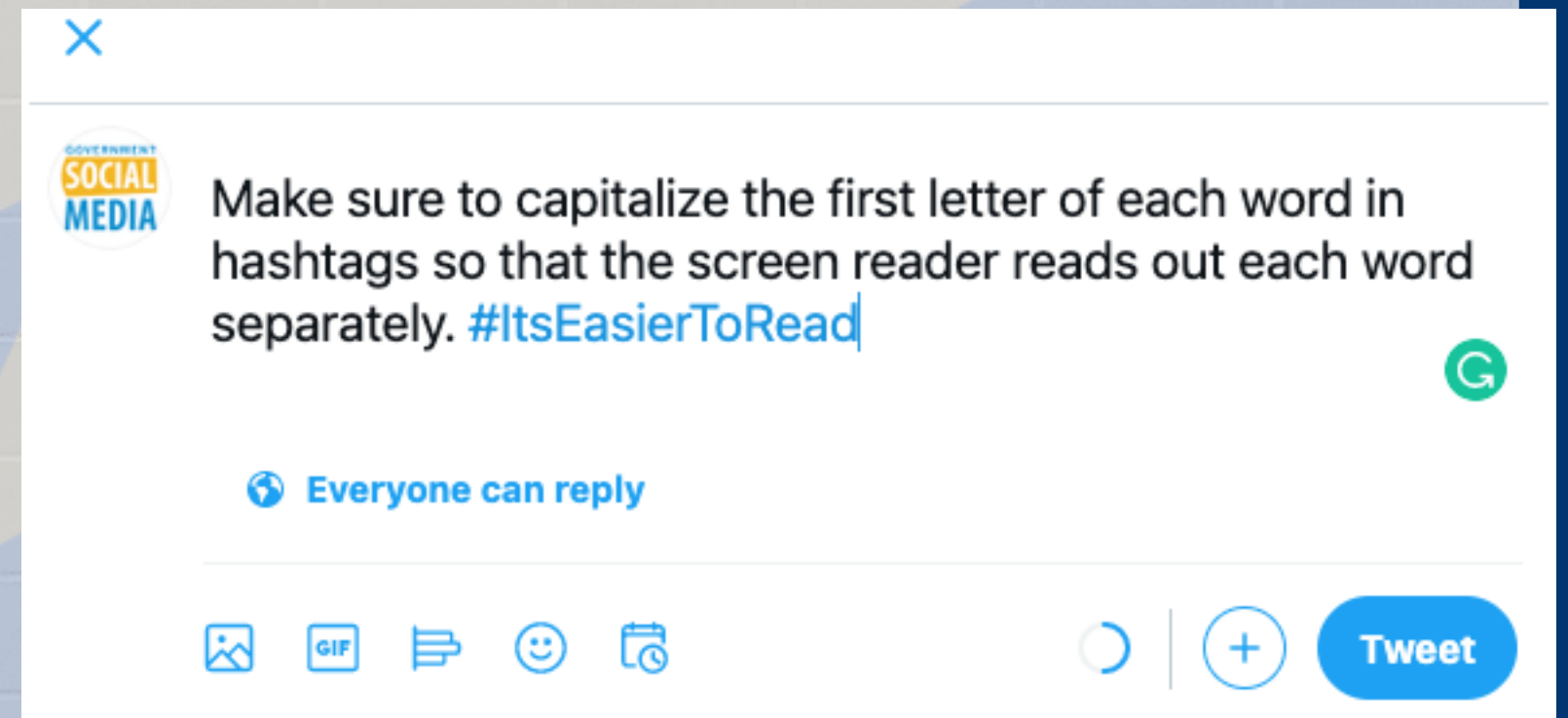
#kentstatestudentsuccess #KentStateStudentSuccess

BEST PRACTICES:

Use hashtags in moderation

Put them at the end

Never have a call to action AFTER the hashtags



PERCEIVABLE SOLUTIONS – CAPTIONING

CAPTIONING – WHY?

- 92% of people watch with the sound off
- Increases watch time by 12%
- SEO advantage – crawlers will read the captions



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PERCEIVABLE SOLUTIONS – CAPTIONING GLOSSARY

CAPTIONING DEFINITIONS:

- **Open captions-** permanently on the screen. Can block content and may not be optimized for viewing.
- **Closed captions-** controlled by the user, can be on or off.
- **Captioner** – real person who types in the captions and verifies accuracy
- **Automatically generated captions** – uses machine learning to “listen” to the voice and generate text. Generally around 80% accurate. **Resulting captions should be reviewed and/or corrected before publishing.**
- **.SRT file** – files with this extension indicate they have time-stamped text to accompany a video. Can use Kaltura Reach to generate .srt file that can be uploaded with a video on social media and other communication platforms.

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PERCEIVABLE SOLUTIONS – CAPTIONS WHEN PRESENTING

CAPTIONING MEETINGS OR EVENTS THAT YOU ARE HOSTING

- You must enable the captioning on your end – the presenter’s side.
- You should also verbally alert users to this fact and tell them how to turn on captions if they desire.
- **Do not use platforms that do not support captioning** – this is a violation of Kent State policy and creates a huge, waving non-compliant flag.

VIDEOGRAPHY TIP: Make sure that info banners or other important text are not in the lower 10% of the screen for any video. The captions will block the content or vice-versa. For videography, consider placing the subject in the center of the **remaining 90%** rather than aligned center vertically. Consider a wider shot of the main speaker to allow for banners at the top and captions at the bottom.

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PERCEIVABLE SOLUTIONS – CAPTIONING

TAKEAWAY

- Always have captioning available for any KSU sponsored marketing/information/event.
- Announce at the beginning how the captioning can be activated and iterate your unit or KSU’s commitment to accessibility. (We can share verbiage with you!)
- If event has large viewing potential, hire an ASL interpreter.
- Even for “smaller” events, choose to make a statement by scheduling an interpreter.

If a Deaf user/s make a request, or if you're open to a wide audience where Deaf people might attend, you'll want to use certified interpreters. If it's a medium-sized audience and there aren't requests, Prof. Jamie McCartney’s students are a great, free option.

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COLOR CONTRAST

WCAG states that the contrast between foreground and background of any two colors must be at least **4.5:1**.

SOCIAL MEDIA TIP: Choose background colors wisely. Facebook offers several colorful and decorative backgrounds. Make sure to choose a dark solid color. The backgrounds with lots of detail and those with gradient may make your posts difficult to read.

#FFFFFF		CONTRAST RATIO	LARGE TEXT	SMALL TEXT
	#FCD872	1.38	Naw	Naw
	#4A90E2	3.29	AA	Naw
	#FC36FD	2.96	Naw	Naw
	#5D3FDA	6.59	AAA	AA
	#F35369	3.36	AA	Naw
	#66F485	1.41	Naw	Naw
	#17ACFF	2.51	Naw	Naw
	#5F6673	5.78	AAA	AA

PERCEIVABLE SOLUTIONS: COLOR CONTRAST

For an image or meme to be accessible, visibility of the text in the image is very important. Make sure the background color and foreground colors provide good contrast.

BEST PRACTICES:

Put a box behind text if you must use a busy background.

Darken the background and lighten the text (foreground) or vice versa.



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PERCEIVABLE SOLUTIONS: SPACING & STYLING

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- People with **low vision, dyslexia, and cognitive disabilities** require increased space between lines, words, and letters.
- Better spacing helps with discernment of sections and calls to action, especially the internalization or retention of those CTAs.
- Use bolding and/or **CAPITALIZATION** to draw the user's eye directly to the key pieces of information.

Director of Research and Scholarly Activity

Research
Appointments

Conference Support

Publication Support

Undergraduate Support

Underlying Research
and Scholarly Activity
SABAC

Members and Meetings

Money may be requested for materials, supplies, travel and services directly supporting research and creative activities, but not faculty salary support. Funding for research assistants may also be requested, but proposals should not be primarily for these or administrative research. SABAC funds are intended to serve as seed money, not for general operating support or for already funded activities. The maximum award is \$5,000 per year to this category. These grants are awarded on a competitive basis; faculty must provide a concrete plan for future grant solicitations commensurate with standards in their disciplines. To encourage broader participation, a faculty member is not eligible for a second grant for 1 year following the completion date of a grant award.



Research Travel Support Applications for travel support must show how the travel will further research efforts or educational funding. The least expensive and most practical mode of transportation must be chosen. Full reimbursement by SABAC cannot be expected, especially for large amounts. Some regulations prohibit travel advances, but airfare may be purchased and reimbursed in advance. The SABAC does not cover the cost of meals during research trips.

Undergraduate Research Applications for Director of Research, Scholarship, and Creative Activity in the interest of ensuring that undergraduate and graduate education reinforce each other to create an optimal learning environment, the SABAC encourages Research, Scholarship and Creative activity proposals from faculty that actively involve undergraduate students. An additional \$2,000, up to a maximum of \$5,000, may be sought with the stipulation that the students provide a 1-page thesis statement of objectives and expected outcomes from their participation. Additionally, the faculty member must describe how the student will play a substantive role in the project. The additional funds may be used for student salary.

Computer Equipment Support In general, the SABAC does not fund requests for computer support. In exceptional circumstances the SABAC will consider requests for computer equipment, up to a maximum of \$5,000. The computer must be used only for scholarly activity, not editing or printing of manuscripts/articles or storage of data. In many cases it is likely to be specialized equipment that could not be adapted for multi-purpose use and is necessary to support ongoing research that may lead to educational funding.

Development of Educational Funding Support for discussions with program officers and other funding agency personnel on specific proposed project or program matters may be requested.

Research and Scholarly Activity Support Request Under SABAC

- There is request support for research or scholarly activity in an amount \$500 - \$2500 or \$1000 for projects involving undergraduate research

Research and Scholarly Activity Support Request Under SABAC

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PERCEIVABLE SOLUTIONS: SPACING & STYLING EXAMPLES

Digital Marketing

Perceivable Solutions

Operable Solutions

Understandable Solutions

Robust Solutions

Accessible Marketing Checklist

ACCESSIBLE MARKETING

Kent / Digital Accessibility / Help Topics / Digital Marketing

Accompanying Virtual Training: [Creating Accessible Marketing & Social Media](#)

Please email ahayne23@kent.edu to discuss personalized workshops for your team

DIGITAL MARKETING includes a dizzying amount of media types: videos, graphics, blogs, social media, infographics, content marketing, paid advertising, search engine optimization, catalogs, exhibits...

Rather than show step-by-step instructions for every platform and operating system (which are constantly changing), we're going to share **CONCEPTS** that you can **DRAG & DROP** onto any digital marketing project.

Accessibility Concepts for Digital Marketing

Designing and deploying accessible content starts with thinking through the **CONTEXT** and **EXPERIENCE** your user might have. Where will they be? What will they be viewing your content on? Can they control playback or captioning?

Study the concepts in the two images below, then choose a specific accessibility issue to learn its digital marketing application. We've grouped all marketing content using the [WCAG abbreviation P.O.U.R.](#) (Perceivable, Operable, Understandable, Robust), hoping this helps you retain principles that can be applied to any content creation.

ACCESSIBILITY IS ABOUT

ACCESSIBILITY IS ABOUT

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STEPS TO CREATING AN ACCESSIBLE ETD

Equal Access = Essential for Some. Useful for All.

A Partnership Between Kent State University Libraries and the Digital Accessibility Team

Thank you, graduate student, for your efforts to upload accessible ETDs. You are joining thousands of other students across Ohio working to comply with state and federal standards for academic resources, therefore ensuring Equal Access to the results of your hard work and academic discipline for ALL future readers! Below are the steps you'll need to follow.

PREPARE YOUR SOURCE DOC IN WORD

1. Check each of your figure descriptions (*captions*) of images, graphs, formulas, or charts. If you have completely explained the visual elements of the figure in its description and/or surrounding paragraphs, you do not need to create separate alt text.
2. **Complete ALL edits before converting to PDF.** Creating the PDF and checking it for accessibility should be the FINAL STEP in preparing your ETD for submission.

EXPORT FROM WORD AS A PDF

1. Select **File > Save As** or **File > Save a Copy**.
2. In the **Save As** dialog box, choose the **File Type > PDF** then select **Options***.
3. Select the **Document Structure Tags for Accessibility** checkbox, and then select **OK**.
**NOTE: If Options is not available on the Save dialog box, look for a selection under the file format box that reads "Best for electronic distribution and accessibility" and check that.*

REVIEW THE ACCESSIBILITY OF YOUR PDF

1. Open PDF in Adobe Acrobat **PRO**. Click the **Tools** tab in the upper left of the document. Scroll down to the section **Protect & Standardize** and open **Accessibility***
2. Choose **Set Alternate Text** on the **Accessibility** toolbar and (*if you descriptions as explained above*) check **Mark as Decorative** for e when complete.
3. On the right-hand **Accessibility** toolbar, click **Accessibility Check** select where your accessibility report will save (*best practice is th saving your working thesis or dissertation*).
4. **REVIEW PAGE TWO/REVERSE OF THIS DOCUMENT** to choose th dialog box **BEFORE** you click **Start Checking** (*Figure 1*). After mak click the **Start Checking** button.

CORRECT CHOICES FOR ACCESSIBILITY DIALOG BOXES

Accessibility Checker Options

Report Options

- Create accessibility report
- Folder: /Users/ahayne23/Documents/
- Attach report to document

Page Range

All pages in document Pages from to

Checking Options (27 of 32 in all categories)

Category:

- Accessibility permission flag is set
- Document is not image-only PDF
- Document is tagged PDF
- Document structure provides a logical reading order

Figure 1: Accessibility Report Dialog Box

In **REPORT OPTIONS** section, click:

- Create accessibility report
- Attach report to document

In **PAGE RANGE** section, click:

- All pages in document

In **CHECKING OPTIONS** section, click **ONLY**:

- Accessibility permission flag is set
- Document is not image-only PDF

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OPERABLE SOLUTIONS: GIVE USERS ENOUGH TIME TO READ AND USE CONTENT

- **Pause, Stop, Hide:**

Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it.

- **Do not use content that causes seizures or physical reactions.**

No more than three (3) flashes per second

TIP: Be careful when choosing animations for social media

OPERABLE SOLUTIONS: NAVIGATING LINKS

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- **Help users navigate and find content.**

WCAG guideline 2.4.4, Link Purpose (In Context) Level A: The purpose of each link can be determined from the link text alone.

- Phrases such as "click here," "more," "click for details," and so on are ambiguous when read out of context
- Screen readers can speak a list of links – how would a user find the correct one if they are all labeled "click here"?

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UNDERSTANDABLE: MAKE TEXT READABLE, UNDERSTANDABLE & RETAINABLE

- As you create content, stay aware of **ALL** users' attention spans. They are short!

TIP: Create an email or graphic then use a tool to count the words. See if you can reduce the word count by 20%

- **AVOID:**
 - Lengthy event explanations
 - Wordy paragraphs
 - Jargon or language above a 5th grade reading level. (even at a university? Yes.)
 - **Ableist language:** any word or phrase that devalues people who have a disability. Though often inadvertent, ableist language suggests that people with disabilities are abnormal.



Some people use the word "retarded" or "stupid" when they mean:

- Frustrating
- Annoying
- Irritating
- Obnoxious

Some people use the word "spaz" or "retarded" when they mean:

- Silly
- Dorky
- Cheesy
- Nonsensical

Some people use "insane" or "crazy" when they mean:

- Intense
- Awesome
- Amazing
- Wild
- Really
- Extremely
- Wicked

Some people use "lame" when they mean:

- Bad
- Awful
- Uncool
- Unpleasant

Some people use crazy when they mean:

- Shocking
- Outrageous
- Unbelievable
- Ridiculous
- Overwhelming
- Bizarre

Some people use "psychopath" or "sociopath" when they mean:

- Dangerous
- Menacing
- Threatening
- Frightening

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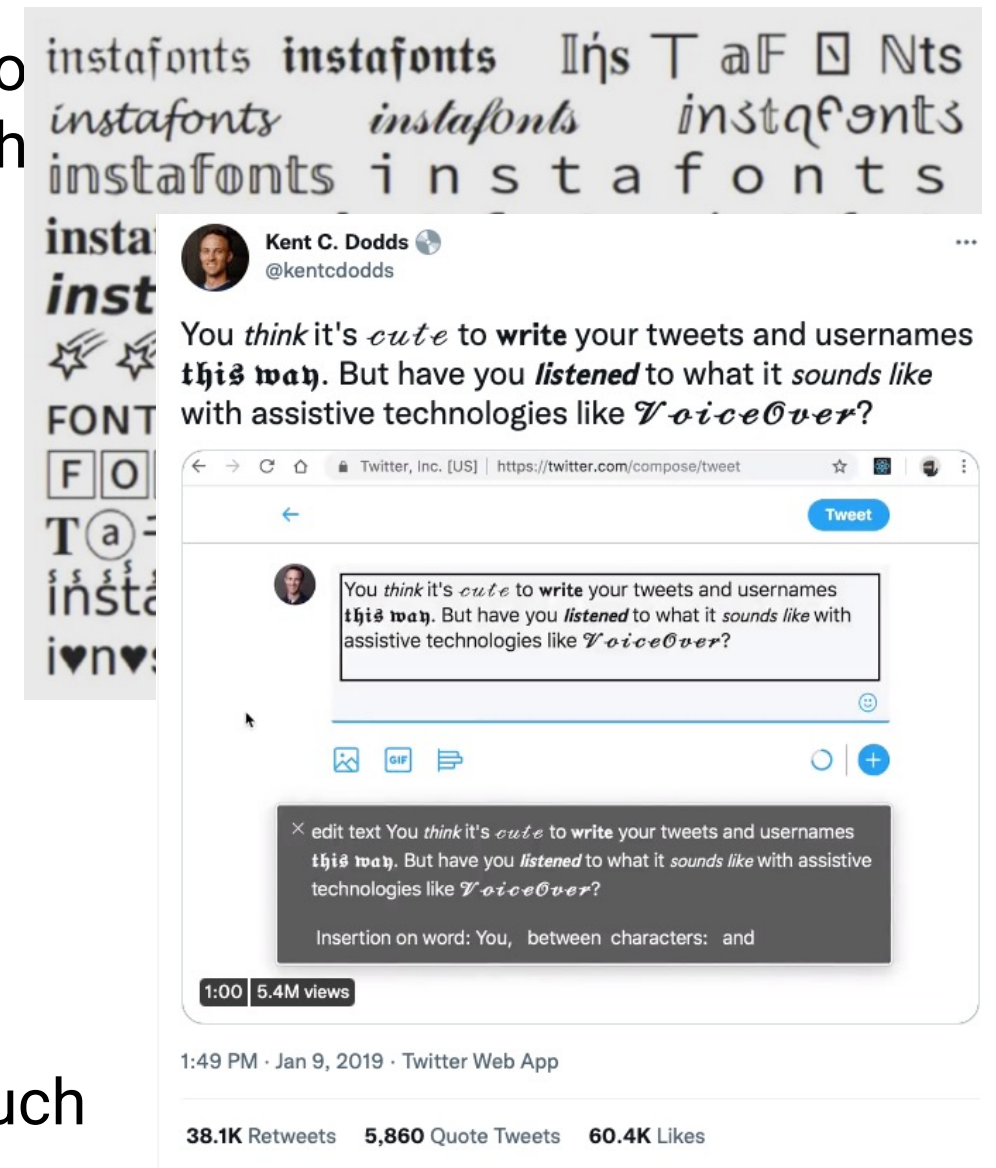
CLOSING

ROBUST: MAXIMIZE COMPATIBILITY WITH CURRENT AND FUTURE USER TOOLS

This category of guidelines refers to making sure that your product is compatible with reasonably outdated, current, AND future technologies.

The applications for us are:

- If you are using a digital product which has layout templates, use those rather than creating a new layout. Often, the templates have more built-in accessibility than starting from scratch.
Examples: Drupal, Marketing Cloud, Outlook Emails, etc.
Less customization often = greater accessibility
- If you are working within a platform which doesn't allow much stylistic freedom with fonts (twitter, facebook, Instagram), don't compensate by using Unicode fonts.





Miranda Sepulveda <msepulv2@kent.edu>

To: ● Haynes, Alison

Monday, September 19, 2022 at 4:38 PM

Created by: Trombka, James <jtrombka@kent.edu>

Contact: James Trombka <jtrombka@kent.edu>

Department: Student Accessibility Services

Q. In your own words, describe the event/program/service:

A. Color of Calmness is another event that is part of Disability Awareness Month. Students will be able to come to various locations throughout the month and de-stress by coloring. Coloring materials will be provided by SAS. The event will take place multiple times throughout the month so I would like for the 3 dates/times to be listed on the posters & graphics. We're still waiting on confirmation of a location for the event at the end of the month, but I will get that info sent over as soon as I have it.

Q. Copy to include:

A. Color for Calmness

Monday, October 10

1 - 3 p.m.

SAS Conference Room (KSU Library 135)

Tuesday, October 18

1 - 3 p.m.

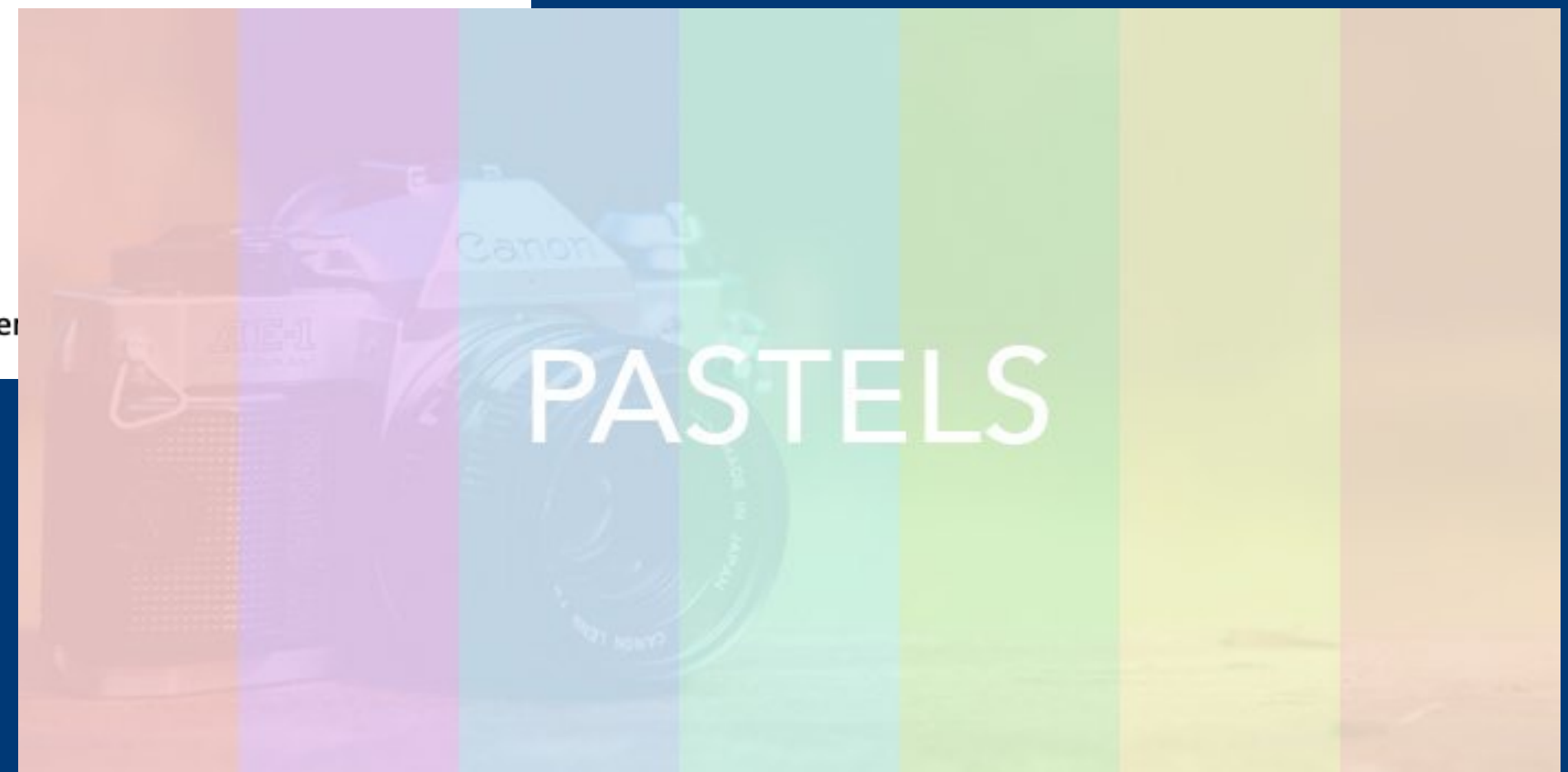
Student Recreation & Wellness Center Lobby

Wednesday, October 26

1 - 3 p.m.

Location TBD

Take time out of your busy day to relax and color in a clamming, low-stress environment. Coloring mater



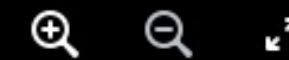
GOLD OUT



vs

Akron

JAN 14 | 8 PM | M.A.C.C



Kent State University Golden Flashes

January 13 at 5:30 PM · 🌐

Join us tomorrow night in the MACC for a **GOLD OUT** against Akron!

<https://bit.ly/3I5C4ob>

#GoFlashes ⚡

👍 22

2 Comments 2 Shares

👍 Like 💬 Comment ➦ Share

Most relevant ▾



Top fan

Dwight E Garner

Let's Go Kent State time to get back to WINNING

Like · Reply · 6d



Write a comment...



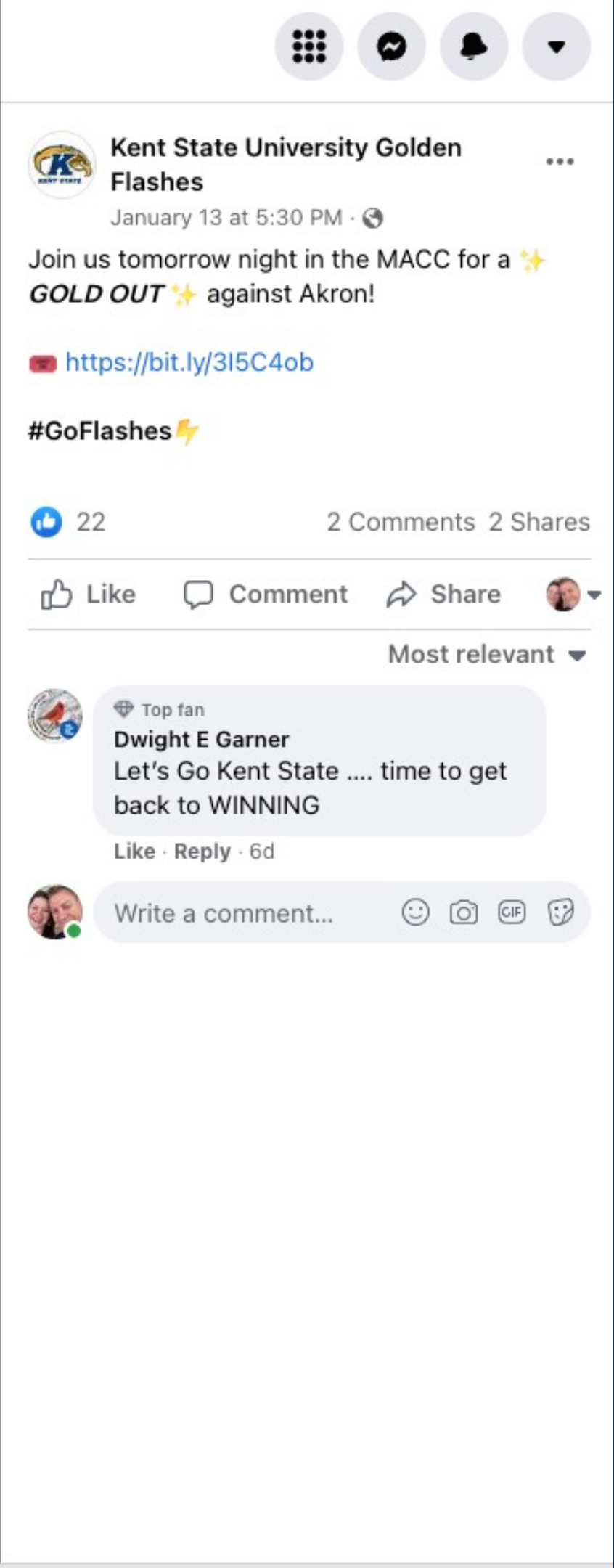
GOLD — OUT —



**JAN 14 | 8 PM
M.A.C.C.**



ADD EVENT INFO IN
THE POST ITSELF



Homecoming International Celebration

Friday, September 30
5-7 PM
Student Green

"Visit" different countries, try food from around the world, and watch a showcase of cultural performances!

Free to attend!

Open to all Kent State students, faculty, staff, and alumni!

American Red Cross
KENT STATE UNIVERSITY

WE'RE OUT FOR BLOOD

...TO SAVE LIVES

WEDNESDAY OCTOBER 5TH
12PM TO 6PM

KENT STUDENT CENTER ROOM 310
1075 RISMAN DRIVE

YOUR DONATION COULD SAVE 3 LIVES! COME DONATE!

Scheduling your appointment ahead of time is recommended. To schedule your appointment online, please visit RedCrossBlood.org and enter sponsor code KSUMAIN. Choose the location and book from the available times!



Welcome to The Center for Undergraduate Excellence

Additional academic resources are available **ACROSS SUMMIT ST IN THE SCHWARTZ CENTER.** Check the map for the quickest route.

Available resources are housed upstairs in Suite 261 and include the following:

- ▶ Career Exploration and Development
- ▶ University Advising and Degree Completion

★ You Are Here ⋮ Quickest Route 📍 Destination

Leadership Development **Canvas Modules**



A leadership resource designed for students to access anytime and anywhere! Customizable and self-paced to fit your individual needs.

Whether you're looking to strengthen a specific skill or to improve overall leadership development.

Email lead@kent.edu for more information, or message @kentstateleads on social.

Enroll today!

WWW.KENT.EDU/CSI/CANVAS



KENT STATE UNIVERSITY
Center for Student Involvement
Division of Student Affairs





Learn to be a better leader on your own time



Leadership Development Canvas Modules



A leadership resource designed for students to access ANYTIME and ANYWHERE! *Enroll today!*



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Center for Student Involvement

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LEADERSHIP DEVELOPMENT CANVAS MODULES

Kent / Center For Student Involvement / Leadership Development Canvas Modules

This new leadership resource is designed for students to access anytime and anywhere! Our new leadership development canvas modules are designed to provide students with a customizable, self-paced experience to fit their individual needs. Whether you are looking for a specific skill to strengthen, or are looking to complete all modules for overall leadership development, we have something for you!

Email lead@kent.edu for more information.

[ENROLL TODAY!](#)

Leadership Development Canvas Modules

A leadership resource designed for students to access anytime and anywhere! Customizable and self-paced to fit your individual needs.

Whether you're looking to strengthen a specific skill or to improve overall leadership development.



Email lead@kent.edu for more information, or message @kentstateleads on social.

Enroll today!
WWW.KENT.EDU/CSI/CANVAS



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120 views

Want to improve your leadership skills? Enroll in the Leadership Development Canvas Module!

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Learn to be a better leader on your own time

Try our new Leadership Development Canvas Modules



A leadership resource designed for students to access ANYTIME and ANYWHERE! **Enroll today!**

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120 views

Learn to be a better leader on our OWN time! Get started by enrolling in the Leadership Development Canvas module! Link in our bio to enroll. 🎓🏆

[#Canvas](#) [#KentStateLeads](#) [#KSULeadership](#)

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***WEBPAGE
DEMO***

MAKING A GRAPHIC-HEAVY EXPERIENCE ACCESSIBLE

IMPORTANT BEST PRACTICES: Adjust size/spacing/amount of content according to the device/context upon which it will be viewed. Only link to accessible content. Make sure all informative content is accessible then move on to compliance for entertaining content.

ON SOCIAL MEDIA

- Primarily viewed on mobile device, so keep graphic text to a minimum.
- Use UNDERSTANDABLE and inclusive language
- Test the color contrast of all foreground/background pairs.
- Add all pertinent information to the post itself rather than only on the graphic.
- Add descriptive alt-text
- Limit EMOJI and HASHTAG use and put at the end of posts.
- Use Camel Case for hashtags: #KentStateUniversity
- Do not create custom post fonts with Unicode.

IN DIGITAL CATALOGS OR COLLECTIONS

- Avoid “flipbooks” whenever possible. They are inherently inaccessible, especially ISSUU.
- If unavoidable, link to an accessible version. Whatever the user experience is with a flipbook should be matched in the accessible version.
- Often a source pdf/indesign file is uploaded to create the flipbook – simply make that source document accessible and available.
- Make sure images resize and respond appropriately on different sized devices and displays.

ON A DIGITAL DISPLAY

- Stand in the area where the monitor, TV, or screen is housed. Step as close to the display then as far away as possible. Note the possible environmental factors – poor screen quality, bright sunlight, not-ideal viewing location, fluorescent lighting. **Adjust your design accordingly. If one file will be used in multiple locations, design for the poorest conditions.**
- Use understandable and inclusive language
- Test the **color contrast** of all foreground/background pairs.
- Use large, readable **fonts** – KSU brand fonts (National, Roboto, Source Sans, Soho) Arial, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Choose **sans fonts** whenever possible.

INTRO

COMPLIANCE

WCAG P.O.U.R.

PERCEIVABLE

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CLOSING

MAKING A VIDEO EXPERIENCE ACCESSIBLE

IMPORTANT BEST PRACTICES: Adjust size/spacing/amount of content according to the device/context upon which it will be viewed. Only link to accessible content. Make sure all informative content is accessible then move on to compliance for entertaining content.

ON SOCIAL MEDIA

- Primarily viewed on mobile device, so zoom in on faces and keep text large and readable.
- Think carefully about how to best caption. Set high captioning standards for your department.
- Make sure pause/stop/volume/caption controls are visible and usable. Do not use platforms which cannot meet this requirement.
- If content is informative in nature, add a link to the transcript at the end of the post. (Or add to bio/link tree for Instagram)

WHEN RECORDED

- Choose university-contracted platforms such as Microsoft Teams or Canvas to ensure strong accessibility.
- Enable live captioning within the recording platform. Test all technological functionality beforehand if a human captioner is used.
- Draw attention to captioning/interpreting at the beginning of the event and use that time to promote accessibility.
- Provide an edited/corrected transcript
- Share only accessible slide presentations.

FOR A LIVE EVENT

- Choose university-contracted platforms such as Microsoft Teams or Canvas to ensure strong accessibility.
- Enable live captioning on your end. Test all technological functionality beforehand if a human captioner is used.
- Schedule an ASL interpreter for large-scale and/or public events.
- Draw attention to captioning and/or interpreting at the beginning of the event and use that time to promote accessibility. Direct users to the “Accessibility” link in any KSU website footer to report an accessibility concern.
- Provide an edited/corrected transcript as soon as possible after the event.
- Share only accessible slide presentations.

INTRO

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WCAG P.O.U.R.

PERCEIVABLE

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IMAGES

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CLOSING

MAKING A TEXT-HEAVY EXPERIENCE ACCESSIBLE

IMPORTANT BEST PRACTICES: Adjust size/spacing/amount of content according to the device/context upon which it will be viewed. Only link to accessible content. Make sure all informative content is accessible then move on to compliance for entertaining content.

BLOGS, NEWSLETTERS, ARTICLES & EMAILS

- Use large, readable **fonts** – KSU brand fonts (National, Roboto, Source Sans, Soho) Arial, Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Choose **sans fonts** whenever possible.
- Organize your content using HEADING STYLES not merely with bold/underline formatting
- Use the bullet/numbers option in the toolbar rather than tabbing to indent or list. Bullets if no ranking/order.
- Add image alt-text (or mark “decorative”).
- Work diligently to reduce word count. Use clear, simple language that is inclusive.
- Avoid industry jargon, abbreviations, acronymns
- Make sure content is easily scannable visually: plenty of white space, solid organization and padding around images. Left align rather than justified.
- Name hyperlinks carefully. Descriptive but not tediously long. Consider a button rather than a link when possible.
- Do not send image-only emails. All text should be in the paragraph/body and use page structure.

POLLS/SURVEYS

- Only use platforms that have strong accessibility features. Microsoft and Google forms are widely recognized as accessible. Qualtrics requires careful choice of features and customization of some default features before it is strong accessibly.
- Construct your form to only display vertically – in one long column or in one column spread among several screens. Do not have questions extend “below the fold”.
- Questions that require physically moving a slider or dragging and dropping an answer are largely inaccessible.
- Do not set time limits for answers and do not enable automatic logging off after a short duration.
- Display a progress indicator at all times.
- Have both a “previous”/”back” button as well as a “next”/”continue” button on each screen. Do not have only arrows as indicators. Always display a way out for the user.