

MAKING YOUR WORK AND DIGITAL CONTENT ACCESSIBLE

Bobbie Garner-Coffie, IT/Innovative Learning Center

Sydney Cone, Office for Campus Accessibility

Eunice Ofori, Center for Engaged Learning and Teaching

Rachael Kelly, University Communications & Marketing

Izabela Zbyrowska, IT/Innovative Learning Center

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Introduction

- **Goal 1: Understand Digital Accessibility**
 - Outcome: You can explain the concept of digital accessibility to a colleague
- **Goal 2: Understand Common Digital Accessibility Barriers**
 - Outcome: You can implement 5-7 high-level digital accessibility fixes into your work
- **Goal 3: Understand Tulane's Resources for Digital Accessibility**
 - Outcome: You can locate and use Tulane's digital accessibility tools, and know the offices that facilitate further understanding



What Is Digital Accessibility?

- **Equal Access:** People with disabilities equally using websites, digital content, software, tools, and technologies
- **All Disabilities:** Auditory, cognitive, neurological, physical, speech, visual
- **Unintended Barriers:** When digital content is designed without accessibility in mind, the content can create barriers
- **Beyond Accessibility:** Essential for creating high-quality content and tools → products and services universally usable



The video contains captions, a transcript, and resolution & playback adjustments

Tulane's Obligation re: Digital Accessibility

- **Title II Updates to the Americans with Disabilities Act (“ADA”)**
 - April 2028: Tulane must meet compliance standards, defined by the Department of Justice, to incorporate nationwide guidelines into its web content and mobile applications
- **ADA Mandates**
 - **Employers:** Provide equal access to employees with disabilities
 - **Higher Education:** Provide equal access to postsecondary education for students with disabilities



WCAG 2.0 and Enforcement

- **Accessibility Requirements**

- Web Content Accessibility Guidelines (“WCAG”)
- Like constructing a building to ensure physical access, WCAG provide specific requirements for digital content to ensure equal access to individuals with disabilities

- **EEOC and Private Lawsuits**

- 08.28.2026: American Airlines pays \$200,000 to settle lawsuit
- 04.15.2026: PepsiCo pays \$270,000 to settle lawsuit
- 03.05.2026: Federal Judge dismissed proposed class action because of documented, ongoing, good-faith accessibility effort



Pictured Above: Shopping carts parked in an access aisle in a parking lot

Examples of Inaccessible Digital Content

Example 1: Font

Illustration - Verdana

Illustration - Times New Roman

Illustration - Broadway

Example 2: Magnification

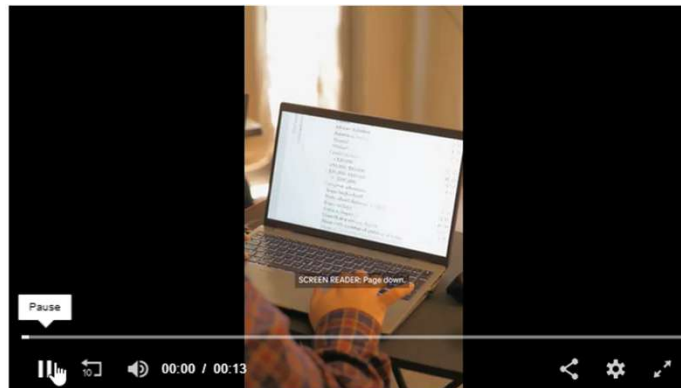
According to the National Safety Council's 2005 U.S. injury statistics, "Accidents also accounted for more than 24 million nonfatal injuries in 2005, putting major stress on our nation's health care system. The economic cost of all fatal and nonfatal injuries amounted to \$625.5 billion nationally, or \$5,500 per household" (National Safety Council, 2007).

For instance, consider the case of the bicycle helmet (Figure 3-5). According to NHTSA, the estimated cost of bicycle-related injuries and deaths for all ages is approximately \$8 billion (NHTSA, 2004). For every \$10 bicycle helmet, this country saves approximately \$30 in direct health costs and an additional \$365 in associated societal

Example 3: Headings

He opens his laptop and chooses a PDF from one of his classes. A word in the title has an extraneous gap, so the automated voice of the screen reader says "misspell, misspell, misspell," as if it's repeatedly walking into a virtual wall.

Example 4: Images and Tables



Digital Accessibility In Practice

- **Headers & Structure**
 - Include a clear title
 - Heading styles, lists, bullets, and normal paragraphs to maintain structure
- **Meaningful Hyperlinks**
 - When hyperlinking, link to [the part of the sentence](#) describing the item
- **Videos and Images**
 - Provide captions & transcripts for all videos and audio files
 - Provide alternative text (a description of a non-text object) to images and charts
- **Font and Color**
 - Accessible Fonts: Arial, Helvetica, Times New Roman, Tahoma, Verdana
 - Size: 12-point
 - Color: Dark Text on Light Background / Light Text on Dark Background
 - Do not **use color alone** to emphasize – **add bold** or **highlight** to emphasize
- **Write Simply**
 - Define acronyms
 - Avoid jargon



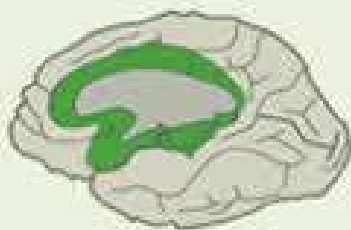
A student walks on a sidewalk at Tulane University, illuminated by sunlight filtering through the trees.

Accessibility Framework

Bridging the Knowledge Gap for Anyone Engaging with Digital Content

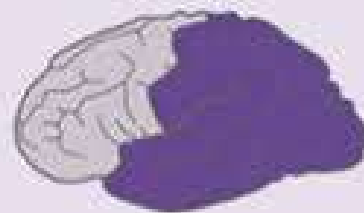
Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



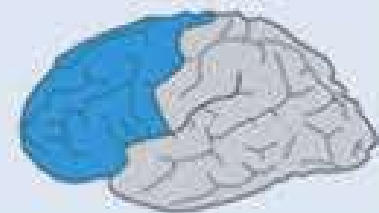
Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



The UDL Framework

A framework for designing content that works for the widest range of learners – built around three core principles:



Engagement

The "Why" of Learning

Offer choice and relevance
to spark and sustain motivation



Representation

The "What" of Learning

Present info in more than one
format
– text, audio, visual



Action & Expression

The "How" of Learning

Offer multiple ways to show
understanding – write, record,
present

Think About Accessibility From the Start



Build It In, Don't Bolt It On

Add captions, alt text, and clear structure while you create – not after a complaint or audit



The "Curb-Cut Effect"

Designing for people with disabilities from the outset improves the experience for everyone – just like curb cuts help strollers and delivery workers, not just wheelchair users



Ask Early, Not Late

Build one question into your process from day one: "Can everyone access this the same way?"



Bridging the Gap: Putting UDL Into Practice



Bring in the People You're Designing For

"Nothing About Us Without Us" – ask people what actually works, and treat accessibility as an ongoing practice, not a one-time compliance check



The Bottom Line

UDL + accessibility together move us from "compliant" to genuinely usable for everyone

Small changes, applied consistently from the start, add up to make a big difference.



DubBot Overview

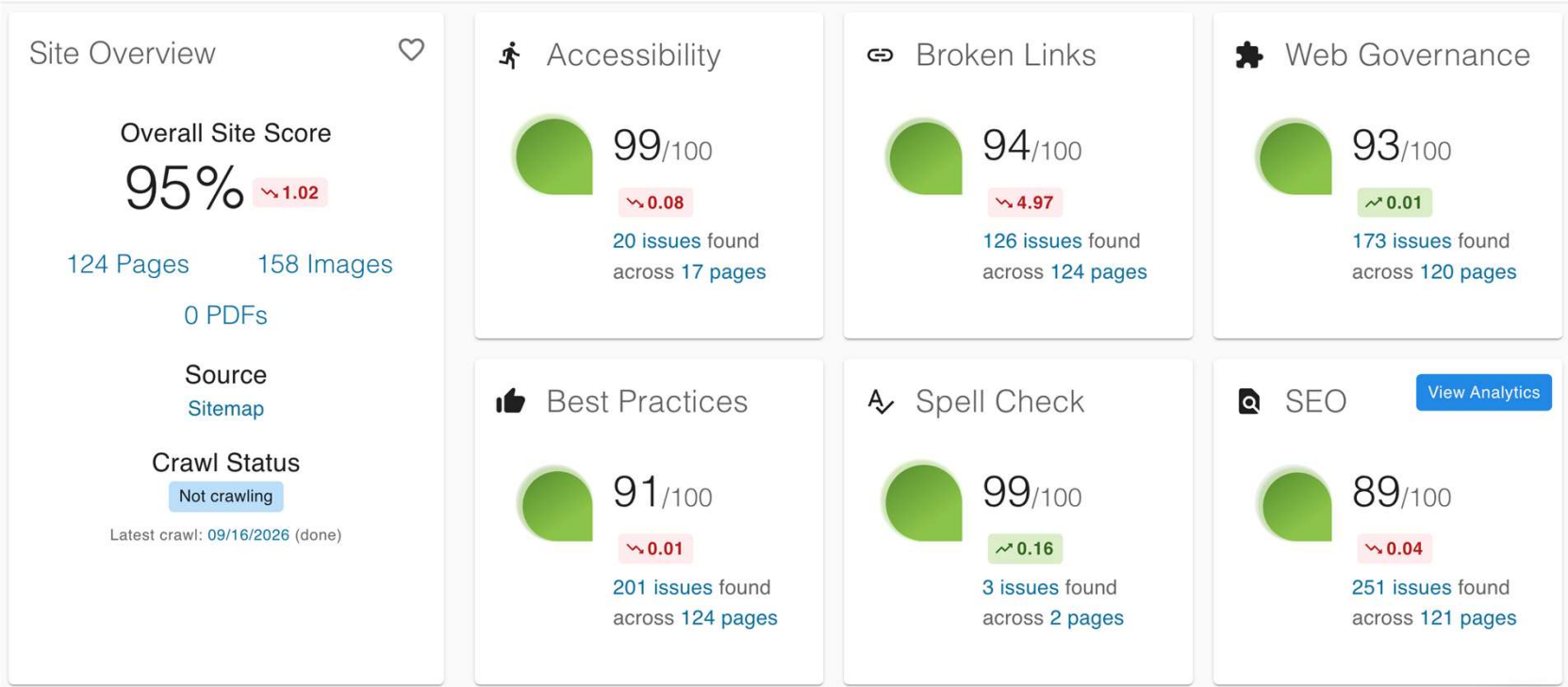
DubBot Overview

- Automated website quality assurance and digital accessibility platform
- Reviews participating Tulane Drupal websites approximately every seven days
- Identifies potential accessibility barriers, including:
 - Missing alternative text
 - Insufficient color contrast
 - Unclear or inconsistent link text
 - Basic PDF accessibility issues
- Also checks broken links, web governance, best practices, spelling and SEO

Helps teams prioritize improvements and track progress over time



DubBot Site Dashboard



Learn More and Get Help

Documentation and Tutorials

- Available on the University Communications and Marketing website - communications.tulane.edu

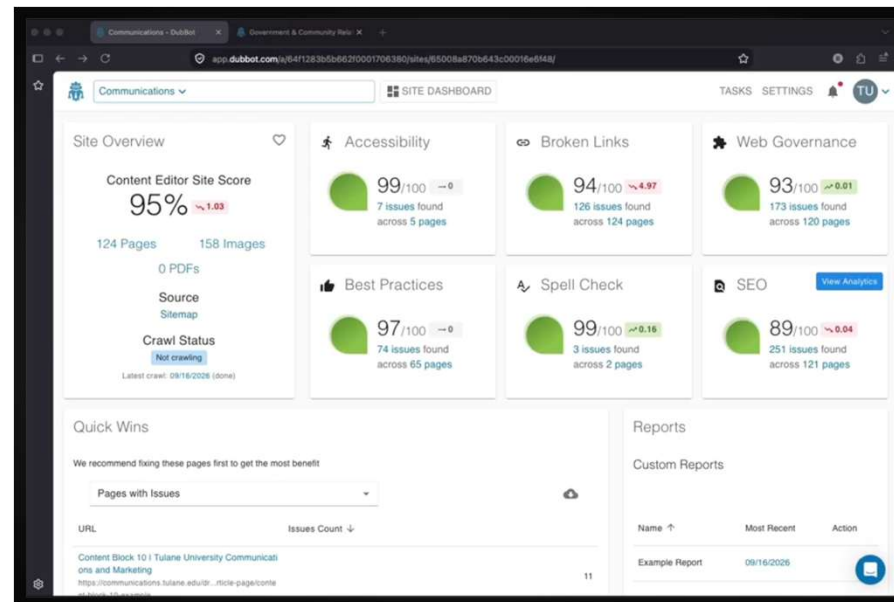
Request Access or Support

- Submit a [UCM Request](#) for help with:
 - DubBot access
 - Interpreting reports
 - Resolving issues in Drupal



DubBot Accessibility Reports

[Accessibility Reports overview video](#) available in Box.



DubBot Resources

- [DubBot Overview page](#) on Drupal Guide
- [DubBot Accessibility Reports documentation](#)
- [Drupal Accessibility information](#)
- [UCM Request Form](#)



Panorama Demonstration



Thank you from TD & ILC!



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