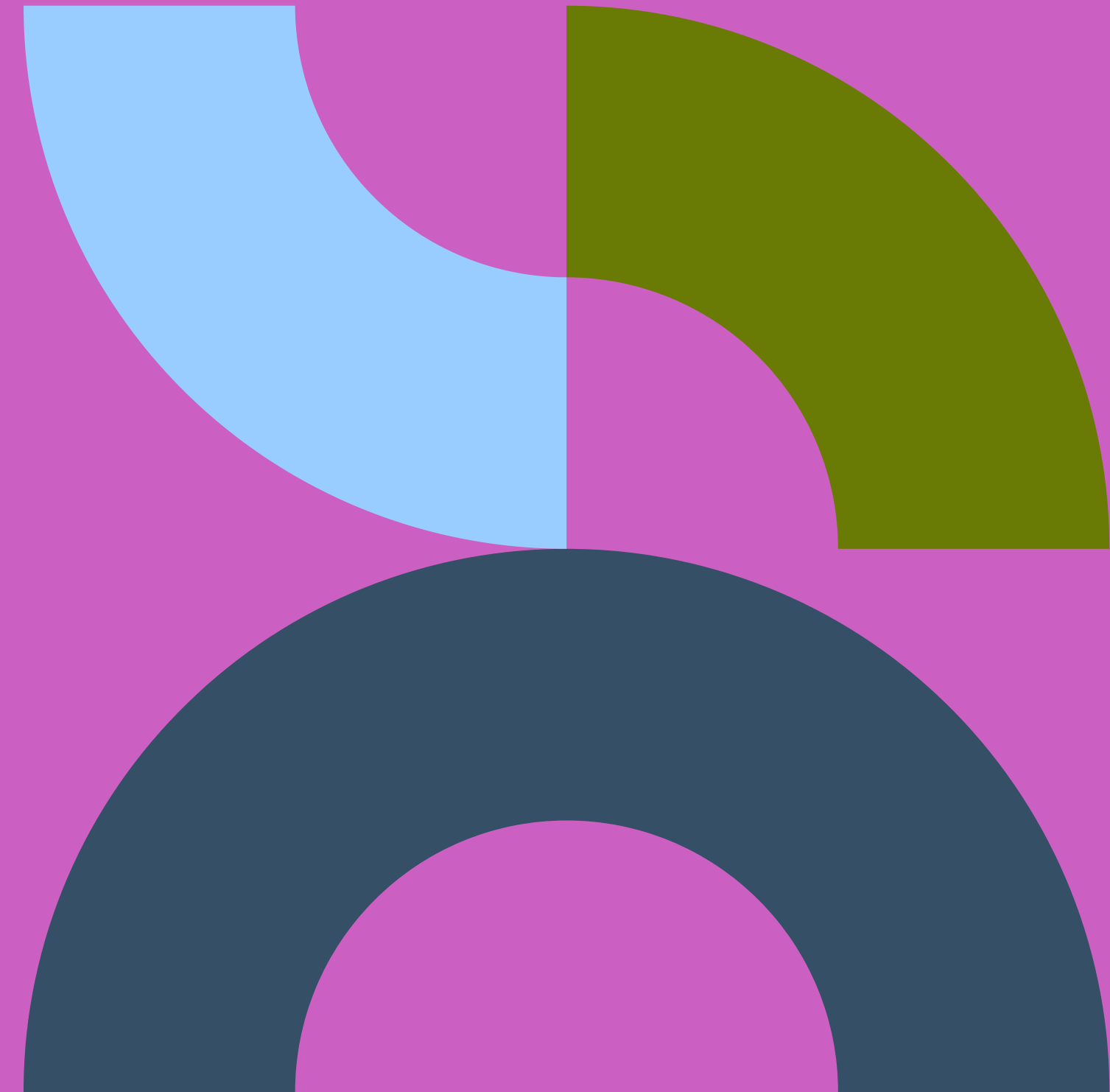




National Disability Center
for Student Success

Template Toolkit

Version 1.0





Template Outline

Content

Page

[In Practice](#)

8

[Social Media Assets \(LI, FB, IG\)](#)

9

[YouTube Assets](#)

37

[Learn Dash Assets](#)

43



Social Media Content Pillars

Content pillars enable us to strategize effectively and ensure consistency and direction across our platforms.

Research Spotlights (e.g., CAM Survey, AI bots)

Digital Accessibility Practices

Student Perspectives (e.g., Graduation features, spotlights)

Events, Reports, and Webinars

Awareness Days & Holidays (e.g., GAAD)

Key Themes

Center Resources (e.g., Learning Hub, publications)

Social Media Logos

Use the shortened graphic logo in order to achieve a clean and minimal look on social media. Use full logo when managing larger graphics.



Use on Daylight, Sky, and Sage backgrounds.

Place in bottom right corner of social assets.



Use on Lagoon, Growth, Hibiscus and Sunset backgrounds.

Place in bottom right corner of social assets.

Emojis/Icons

Emojis and icons make communication fun, provided they're used in the proper context.

Applicability

Use of emojis can be used on social media only. Icons can be used in all mediums of marketing.

Selection

Use outline iconography only when creating graphics.

Quantity

Use minimal amounts of emojis and icons to emphasize key areas.

Hashtags

Hashtags allow us to group content into categories and reach users whose interests align with the information we share.

Format

Always use # before any hashtag used.

Relevance

Use trending and/or existing hashtags whenever possible. New hashtags should be used sparingly and with specific campaign cause.

Coherence

Do not use overly long hashtags that are hard to read.

Accessibility

Accessibility allows us to share content with all individuals. It also provides the opportunity to provide clarity in audio and graphics.

Closed Caption

Always embed closed captions at the bottom of video. Make sure that captions do not block any signing.

Alt Text

Keep text brief and informative. Essential description only for screen readers and search engines.

Image Descriptions

Use [ID:] format. Add context to explain the image's purpose. This is more detailed than alt text, catering to all users and adding value beyond the visual.

In Practice



CHOICE
"Accessibility is a right, not a request."



I wish professors would stop questioning my accommodations like they are asking me to prove my disability.

- Ann Washington

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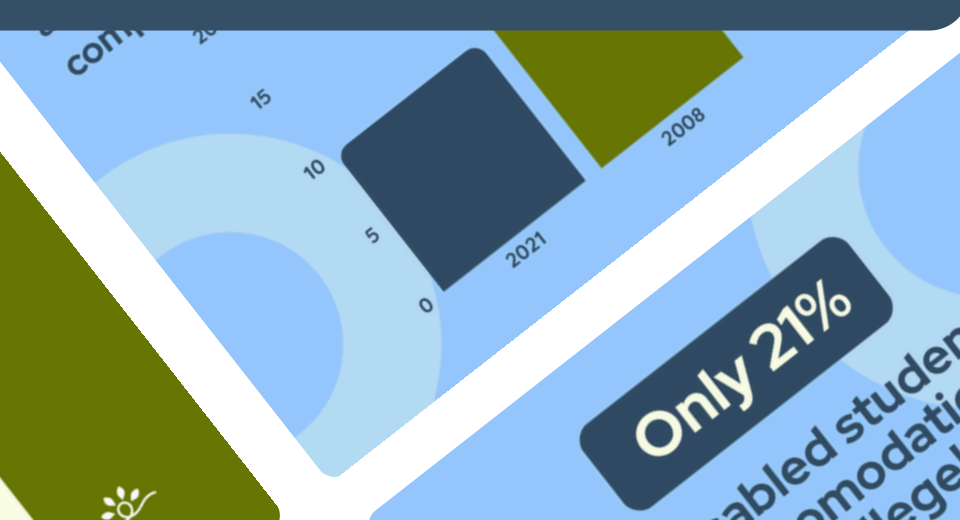
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SOCIAL





Social Event Banner (LI/FB)



National Disability Center
for Student Success

WEBCAST | **Reach all of your students:** Practical tips for teaching in today's higher ed landscape



April 17th



1:30 - 2:30 PM CT



HOST

Andrew Dillon, PhD

Professor and School of Information
Former Dean
UT Austin

Jen Moon, PhD

Professor of Instruction/Vice
Provost for Professional-
Track Faculty
UT Austin



Earl Huff, PhD

Assistant Professor
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Access for all?

Including the student perspective in measures of campus accessibility

→ APRIL 23



Dr. Jessica Clark Ryan Goldberg, MA

Including the student perspective in measures of campus accessibility



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JOIN US AT

AERA 2026 ANNUAL MEETING



APRIL 8 – 12
LOS ANGELES, CA

This is where details of the event would go.
If you have speakers for an event you could also put this here.



JOIN US AT

AERA 2026 ANNUAL MEETING



APRIL 8 – 12
LOS ANGELES, CA

This is where details of the event would go.
If you have speakers for an event you could also put this here.



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APRIL 23

Including the Student Perspective in Measures of Campus Accessibility

4:00-5:00pm

Learn new strategies
Gain insights from research
Help advance accessibility



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 **STUDENTS SPEAK**
EXPLORING COLLEGE ACCESS

 **APRIL 23** | 2:00-3:00 pm CDT

FEATURING

 I wish my professors would stop treating me like I have to prove my disability. 



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Events (Carousel)

Access for all?
Including the student perspective in measures of campus accessibility

April 23


 **1PM - 2PM**



LINE UP


- APRIL 23** Access for all? Including the student perspective in measures of campus accessibility
- APRIL 23** College readiness and academic outcomes for students who use disability services in community colleges
- APRIL 23** Keynote presentation from Stephanie W. Cawthon, PhD


AERA 2026



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AERA 2026







MEET AMY
OUR STUDENT FELLOW.

54%
Disabled Students



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54%
Disabled Students



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National Report on College Students with Disabilities

2025



NATIONAL COLLEGE REPORT



- 500+ Students
- 45+ Interviews
- 40+ Research Graphs



National Disability Center
for Student Success

Access Leads to Achievement:
A National Report on Disabled
College Student Experiences

January 2025

“ I wish my professors would stop treating me like I have to prove my disability. ”



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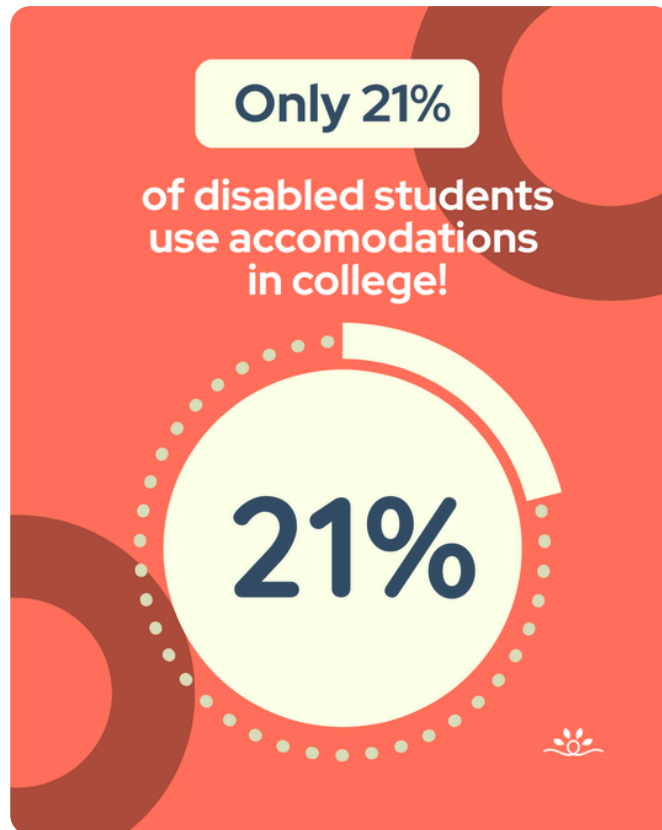
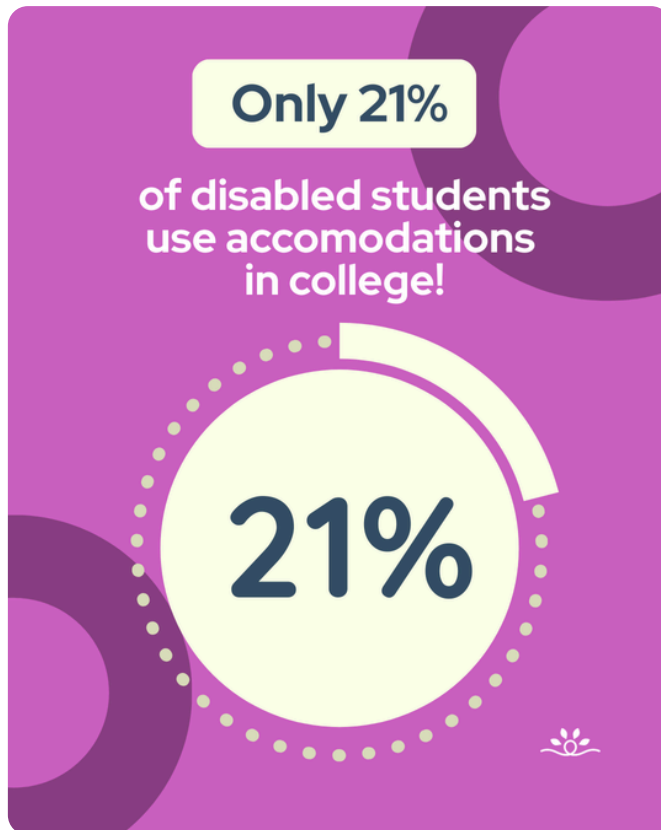
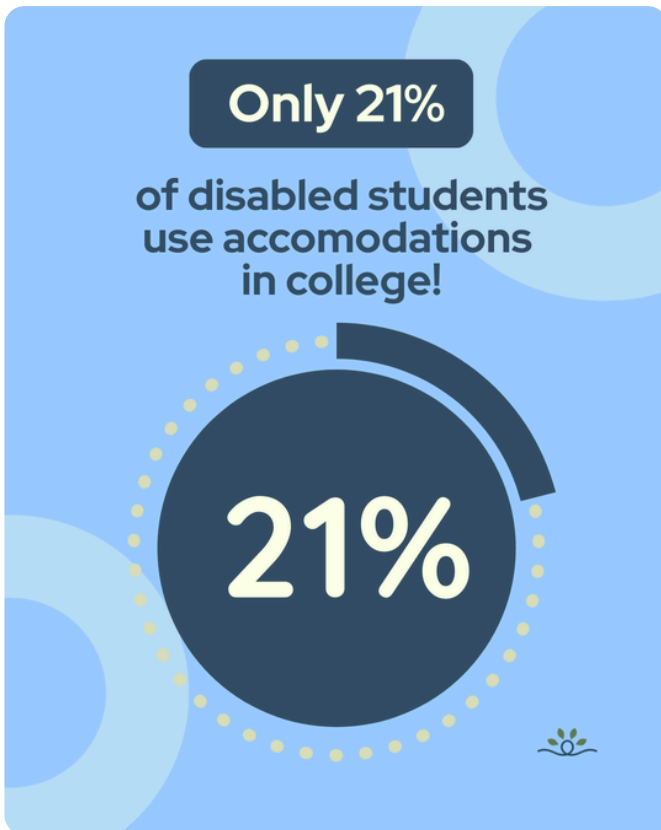
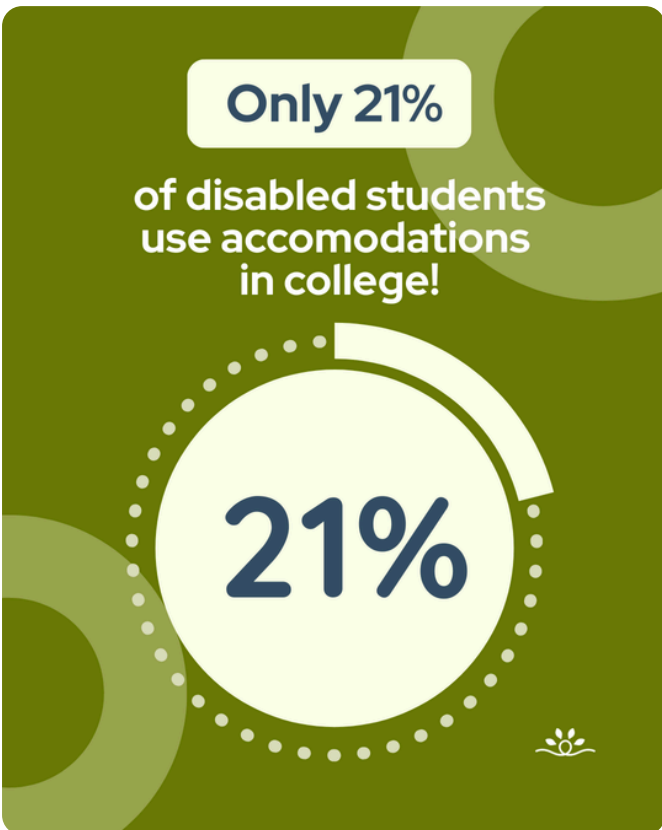
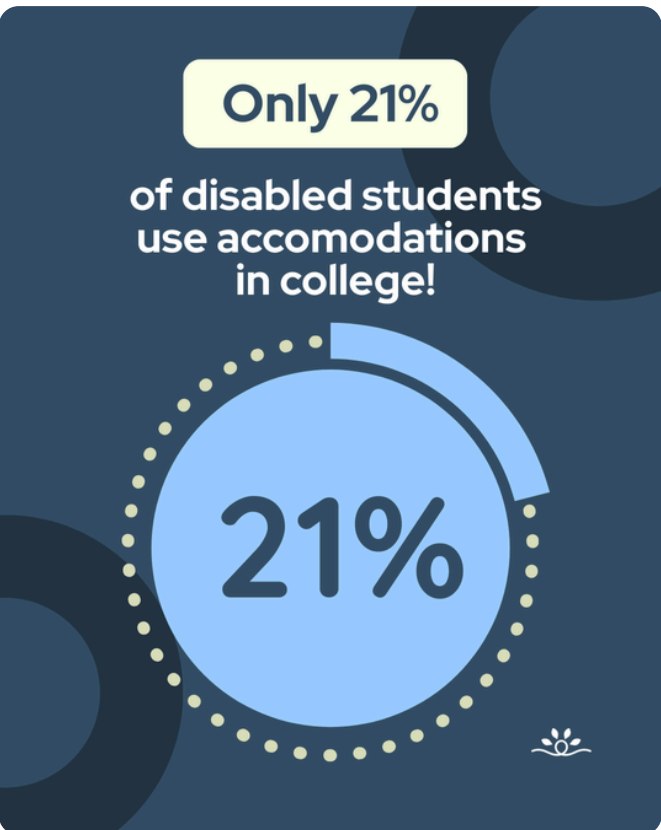
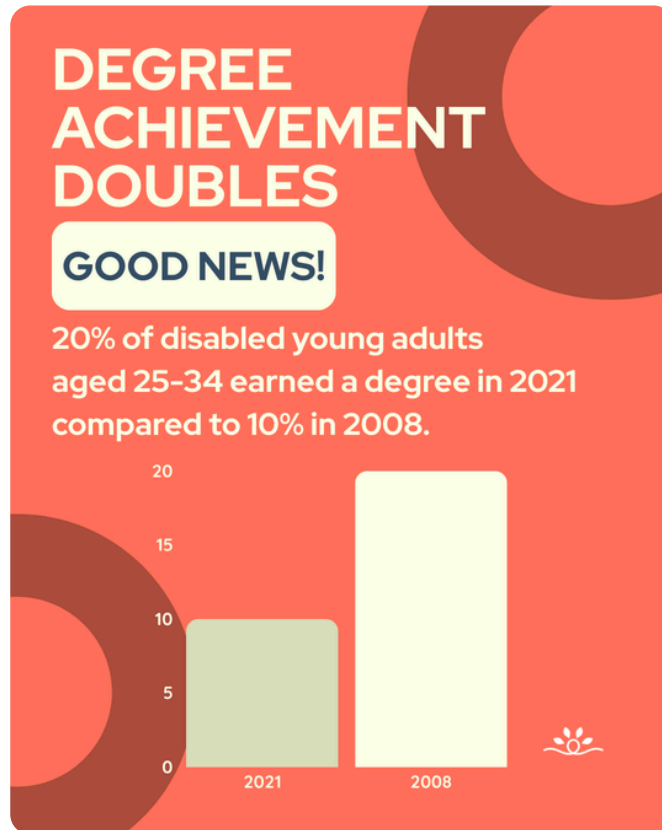
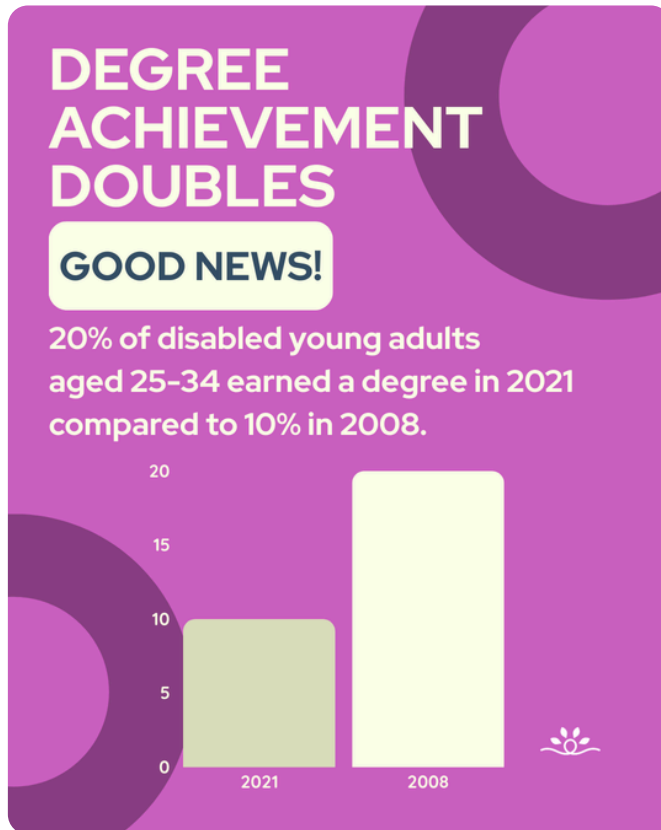
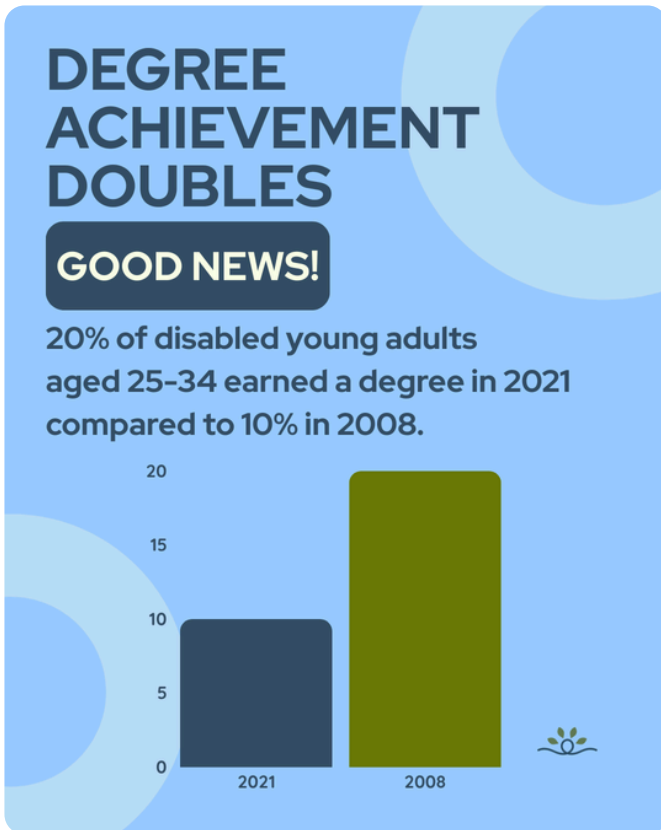
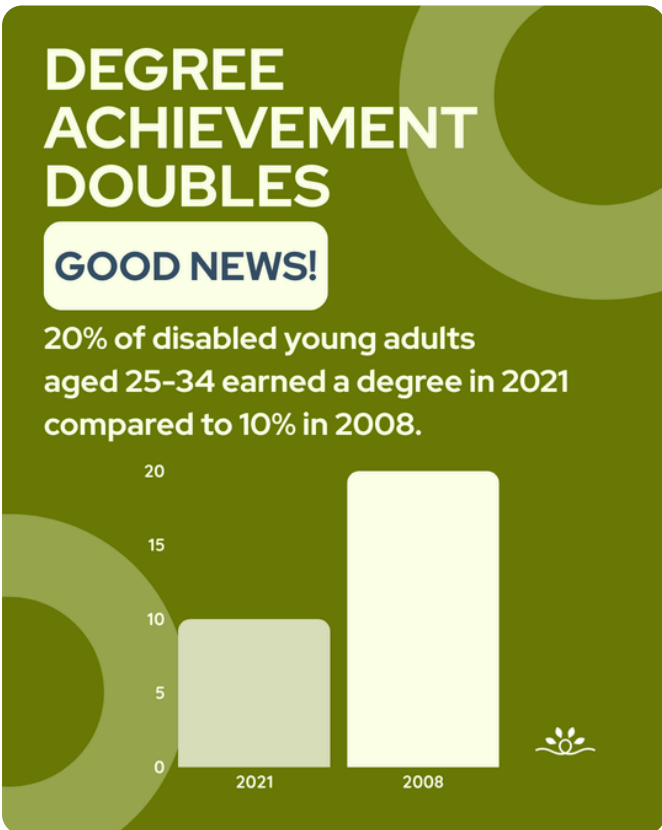
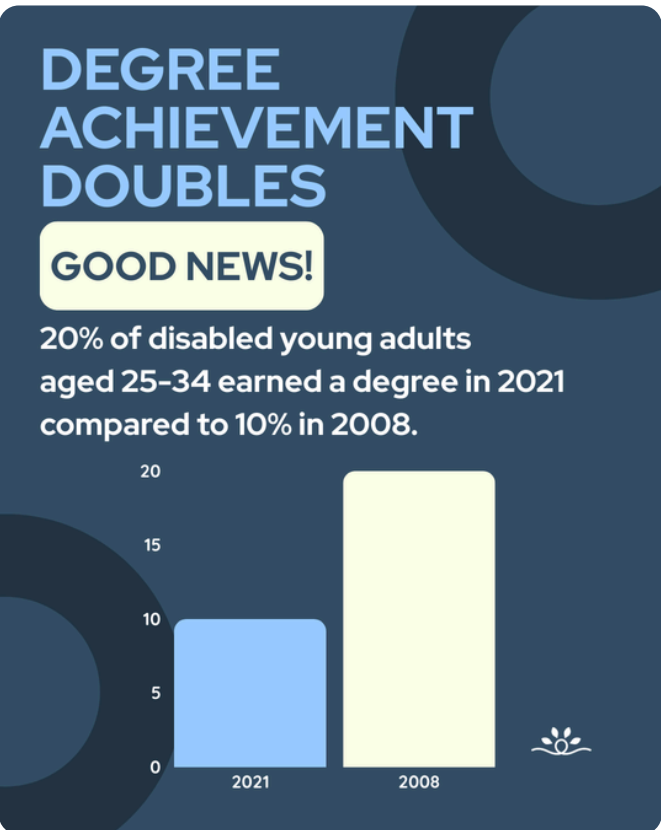
→ 40+
Research
Graphs



National Disability Center
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DATA HIGHLIGHTS

National College Report

55%

Surveyed students identifying as having a disability

54%

Disabled students reported as having more than one disability

79%

Disabled students reported not using accommodations at their campus



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SELF ADVOCACY

“For disabled students, self-advocacy means knowing your needs, understanding your rights, and communicating with confidence.”

It’s a learned skill—one that can shape access, well-being, and campus connection.



Why does it matter?

When students have support to self-advocate, they gain:



A stronger sense of agency



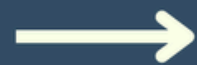
Better access to resources



Confidence in their rights



A higher quality of life



Self-advocacy isn’t always individual.

Many students find strength in community—through campus groups that raise awareness, foster connection, and push for systemic change.



Together, let’s advocate to make access possible.



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55%
Surveyed students identified as having a disability

54%
Disabled students reported having more than one disability

79%
Disabled students reported not using accommodations at their campus

36%
Disabled students reported not disclosing their disability

“ I wish my professors would stop treating me like I have to prove my disability. ”

DISABILITY STATISTICS

55% Surveyed students identified as having a disability

54% Disabled students reported having more than one disability

79% Disabled students reported not using accommodations at their campus

36% Disabled students reported not disclosing their disability

Recommendations to improve the disabled student experience

Understand which accessibility initiatives have an impact


Raise accessibility awareness during admissions

Address hidden ableism within campus policies

Rethink rigid attendance requirements


STUDENT VOICE

"Accessibility is a right, not a request."




STUDENT VOICE

"Accessibility is a right, not a request."




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STUDENT VOICE

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"Accessibility is a right, not a request."



John Doe, PhD
Director of Communications
National Disability Center



"Accessibility is a right, not a request."



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Celebrating Disabilities

ADA Anniversary



Celebrating Disabilities

ADA Anniversary



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ADA Anniversary



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ADA Anniversary



Celebrating Disabilities

ADA Anniversary



DID YOU KNOW?

July 26th is ADA Anniversary.



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YouTube



National Disability Center
for Student Success
STUDENTS SPEAK
EXPLORING
COLLEGE
ACCESS



EXPLORING
COLLEGE
ACCESS

RESEARCHERS
Spotlight



National Disability Center
for Student Success
RESEARCHERS
Spotlight



National Disability Center
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STUDENTS
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YouTube

STUDENTS SPEAK
EXPLORING
COLLEGE
ACCESS

ACCESS
for ALL.
Jane Doe



RESEARCHERS
Spotlight

John Doe, PhD

National Disability Center
for Student Success
PROFESSORS
ACCESS



National Disability Center
for Student Success
PROFESSORS



Students Thumbnail Covers



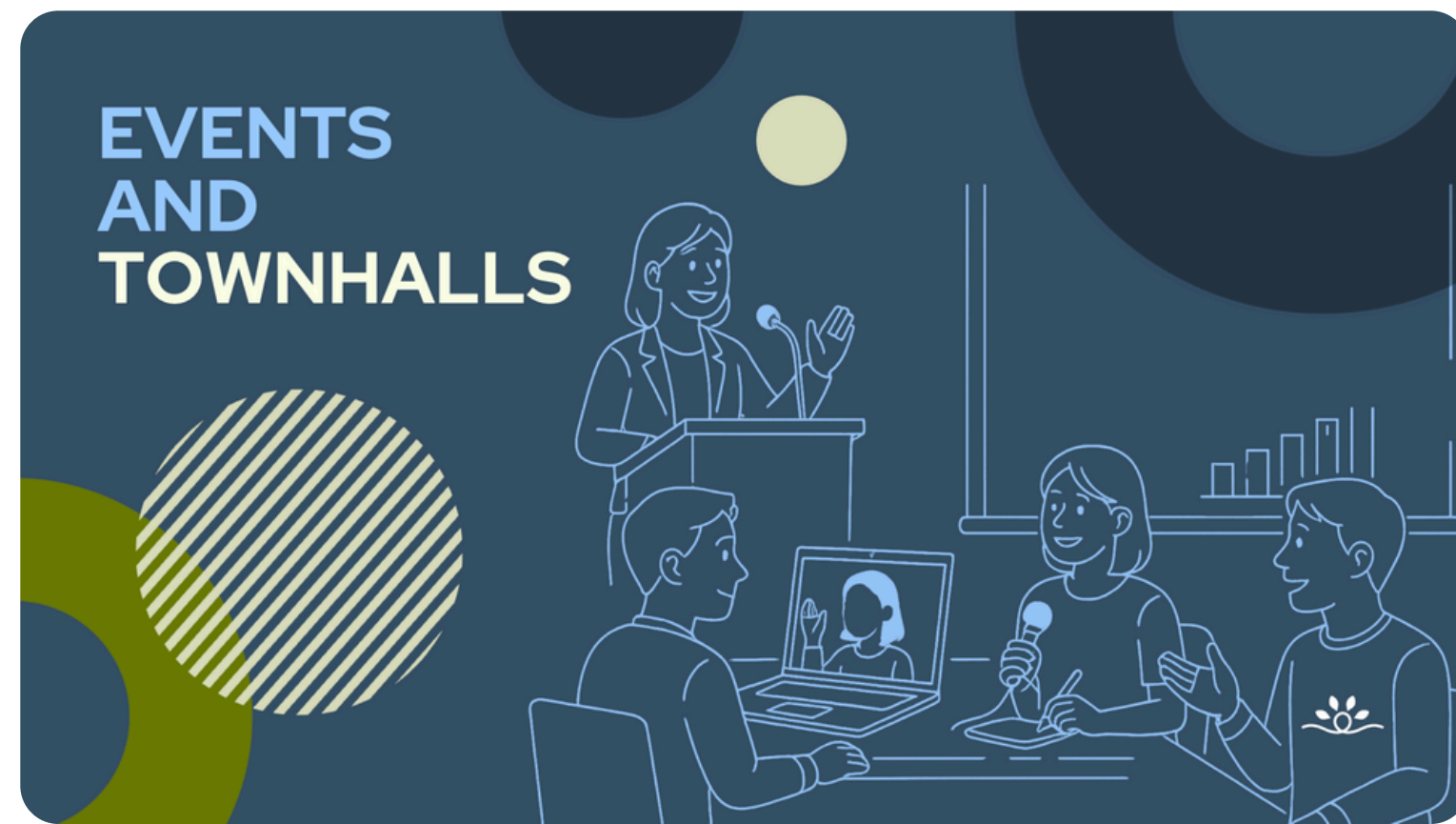
Professor Thumbnail Covers



Researchers Thumbnail Covers



Audience Playlist Covers



Report Playlist Covers



Accessibility 101

Ag
101

CREATING
MEASURES 202

Accessibility 101

CREATING
MEASURES 202

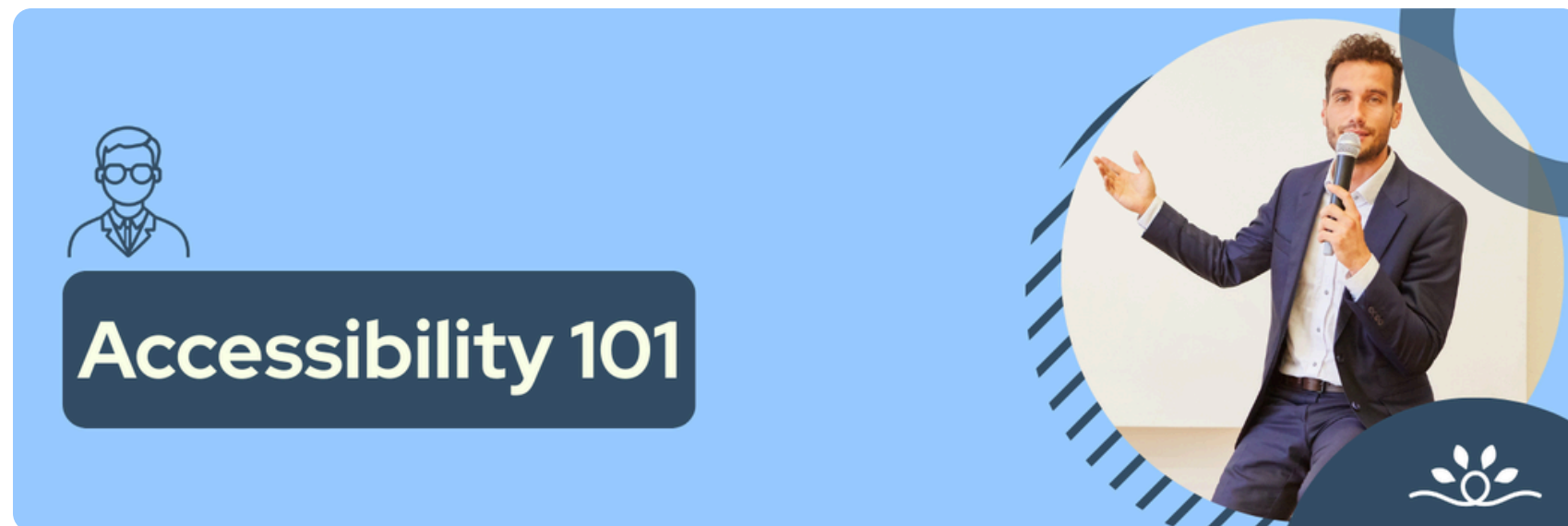
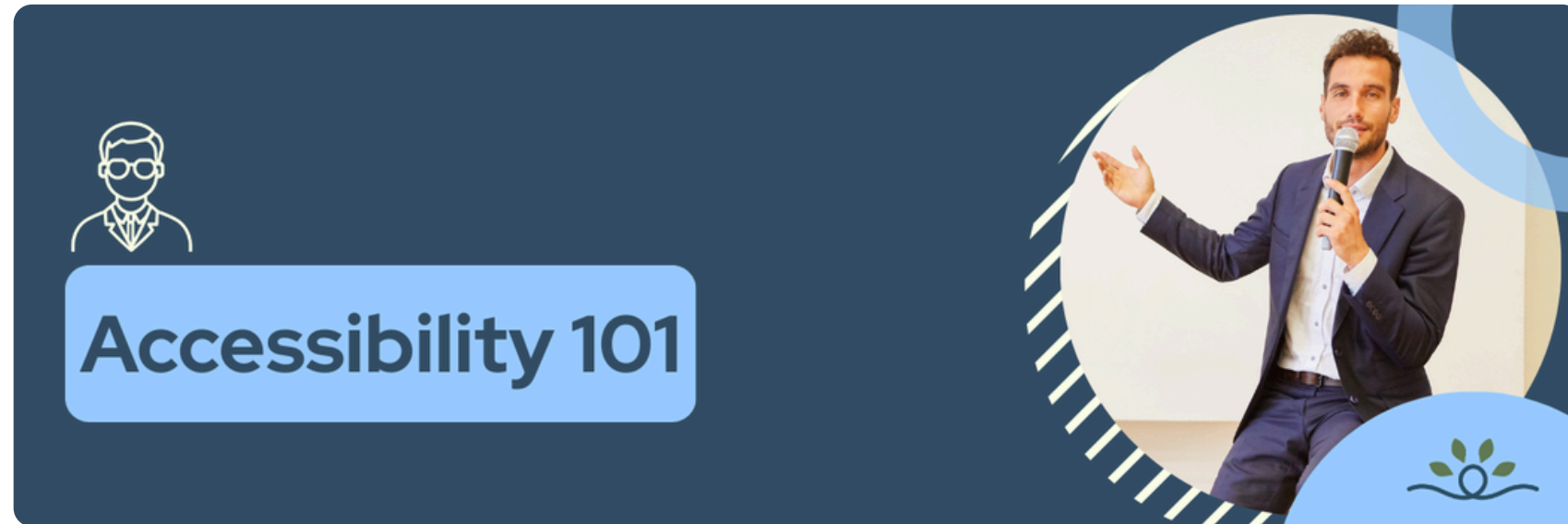
Learn Dash





- Faculty/Staff

Module Banners



Module Banners



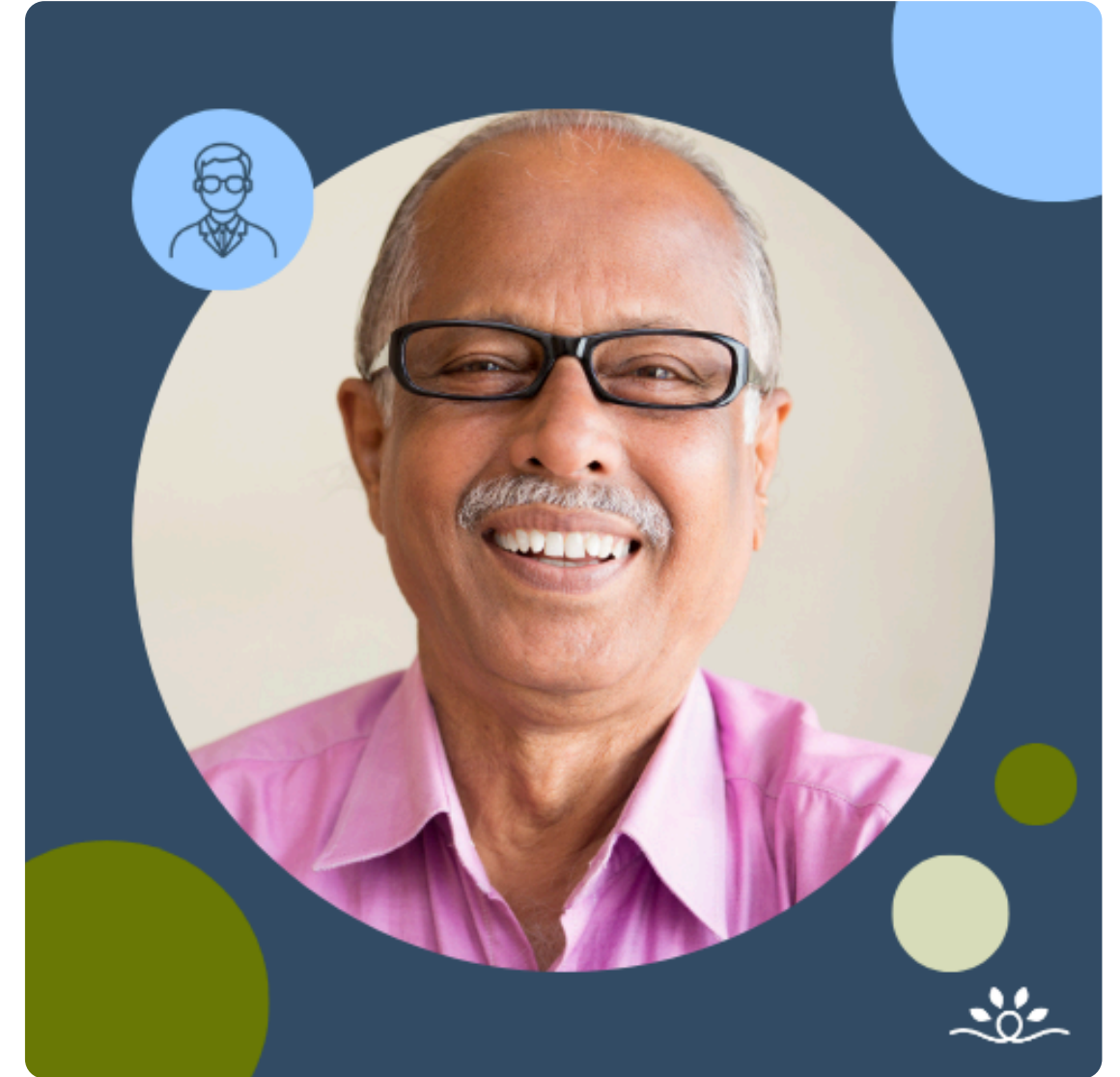
Module Covers


Accessibility
101
★ 4.8 ▶ 2 hours


Accessibility
101
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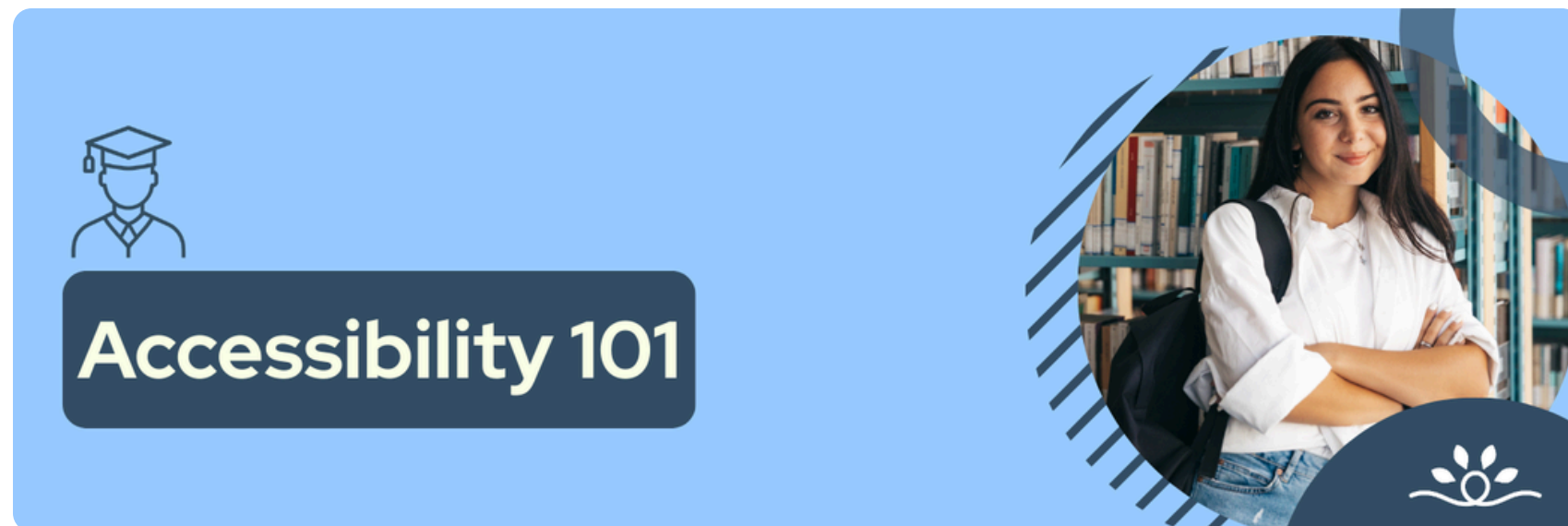
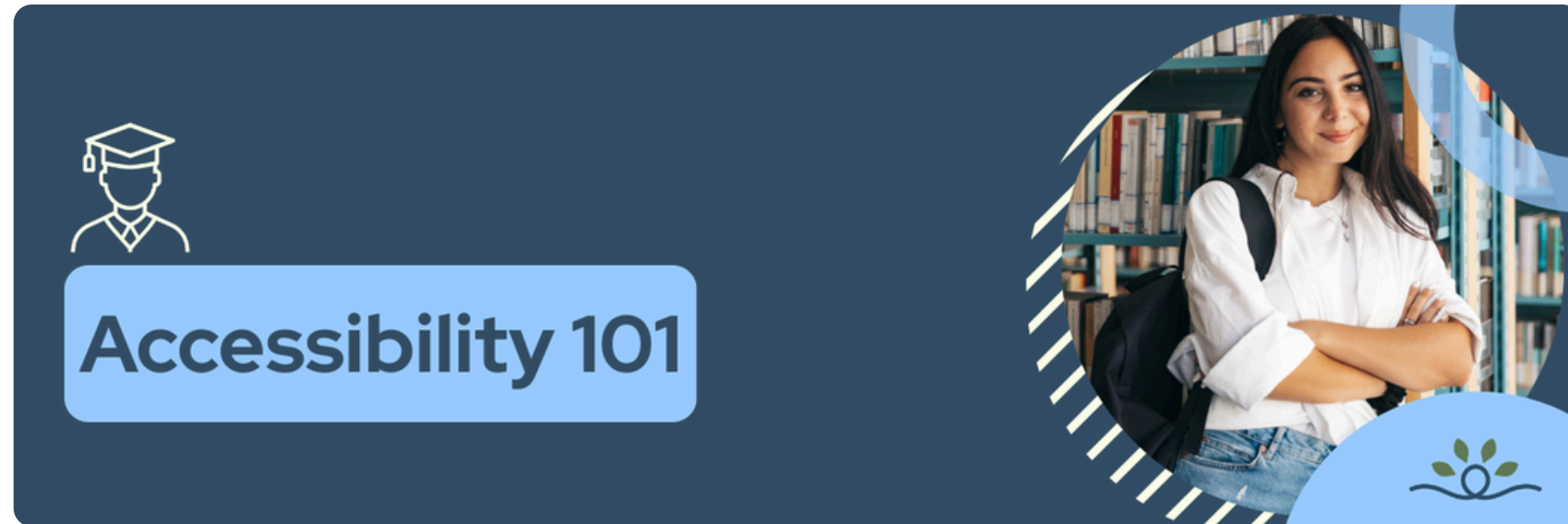
Module + Resource Thumbnails





● Student

Module Banners



Module Banners



Module Covers



This module cover features a dark blue background. On the left, there is a white line-art icon of a person wearing a graduation cap. Below the icon, the text "Accessibility 101" is written in white. At the bottom left, a white rounded rectangle contains a star icon followed by "4.8" and a play button icon followed by "2 hours". On the right side, there is a circular image of a young woman with long dark hair, wearing a white shirt and blue jeans, standing in a library with bookshelves. A small white icon of a plant is located in the bottom right corner.



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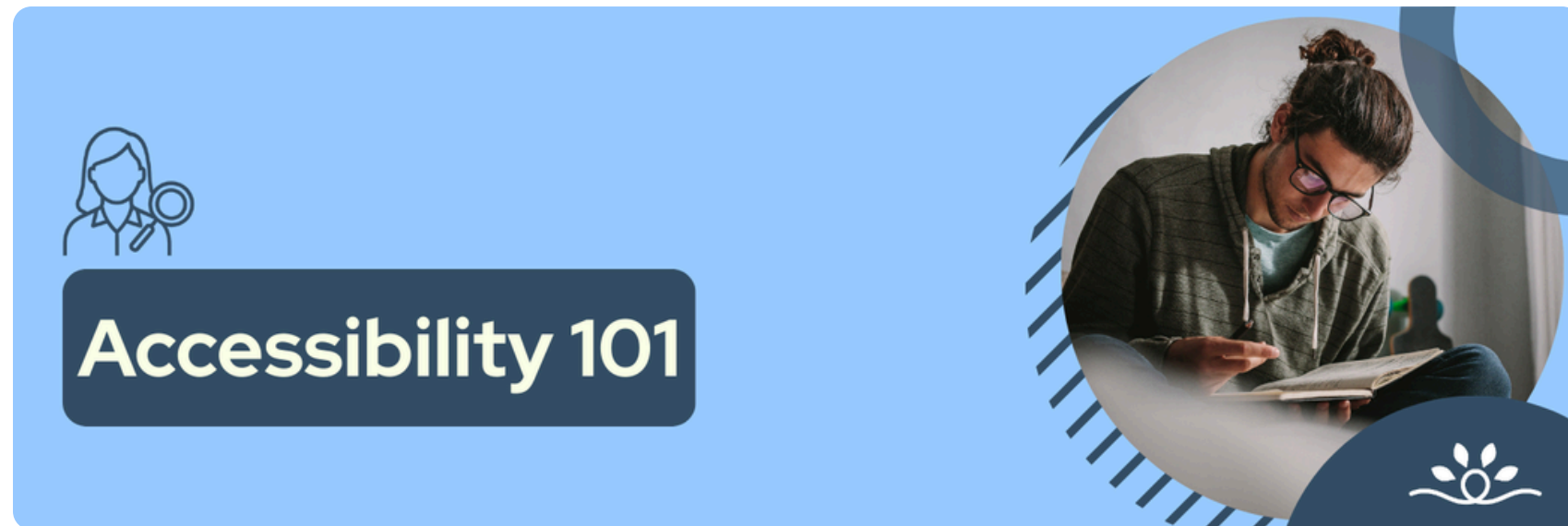
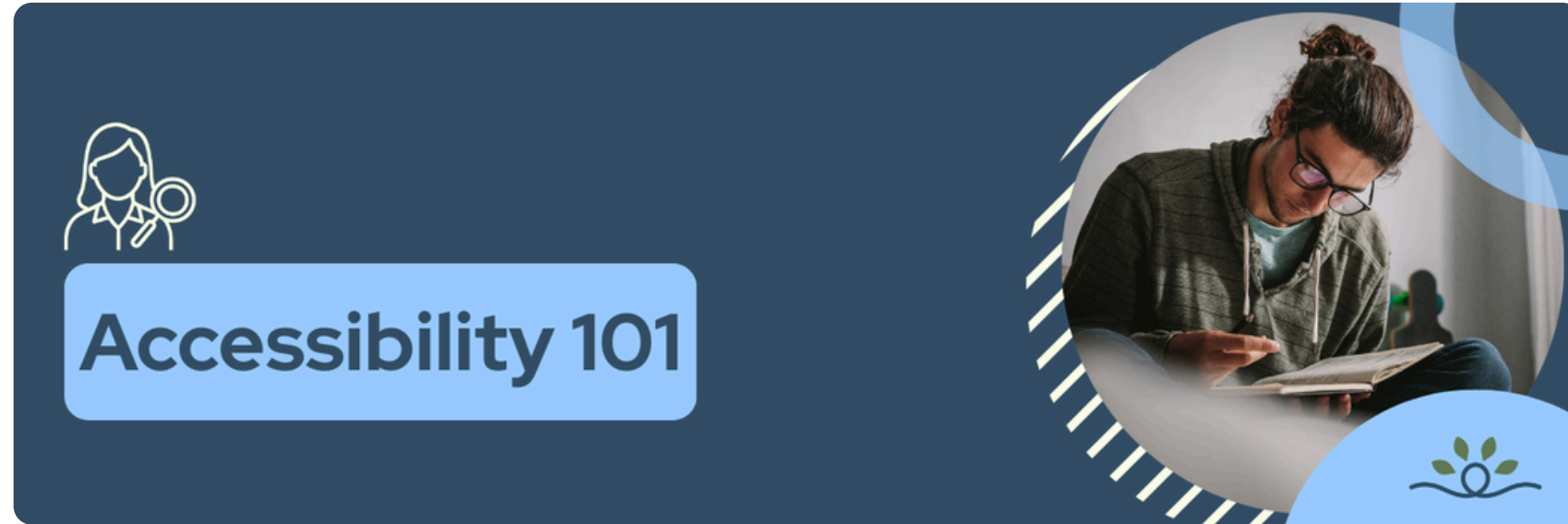
This module cover features a green background. On the left, there is a white line-art icon of a person wearing a graduation cap. Below the icon, the text "Accessibility 101" is written in white. At the bottom left, a white rounded rectangle contains a dark blue star icon followed by "4.8" and a dark blue play button icon followed by "2 hours". On the right side, there is a circular image of a young woman with long dark hair, wearing a white shirt and blue jeans, standing in a library with bookshelves. A small white icon of a plant is located in the bottom right corner.



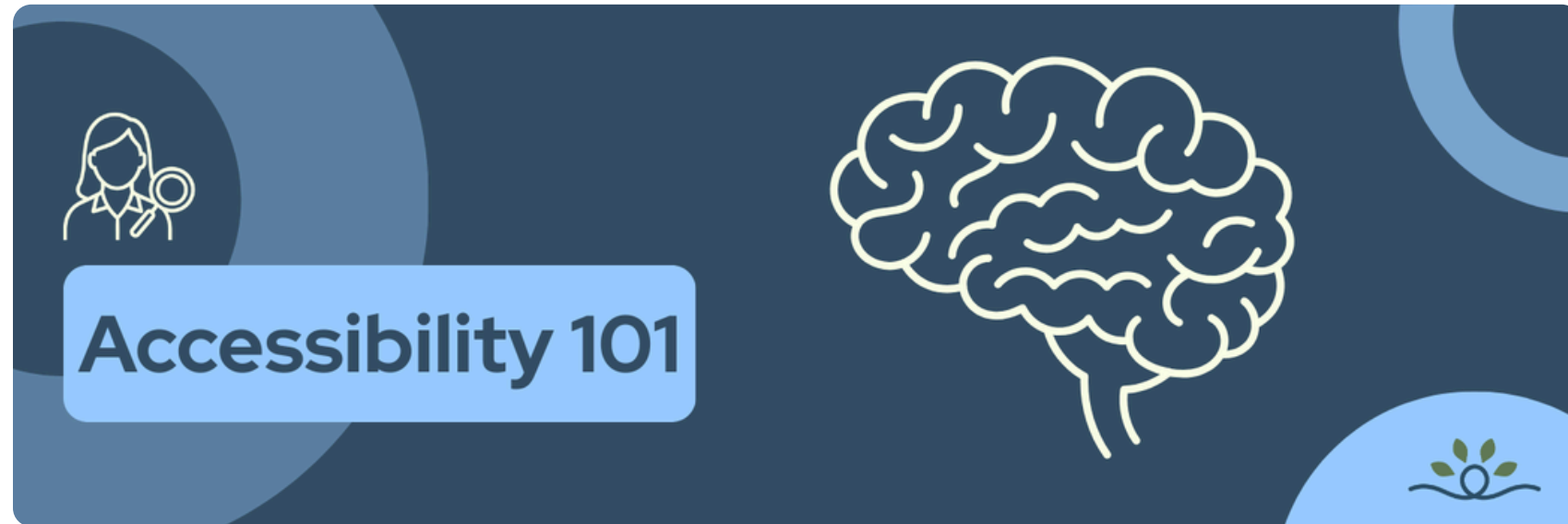


● **Researcher**

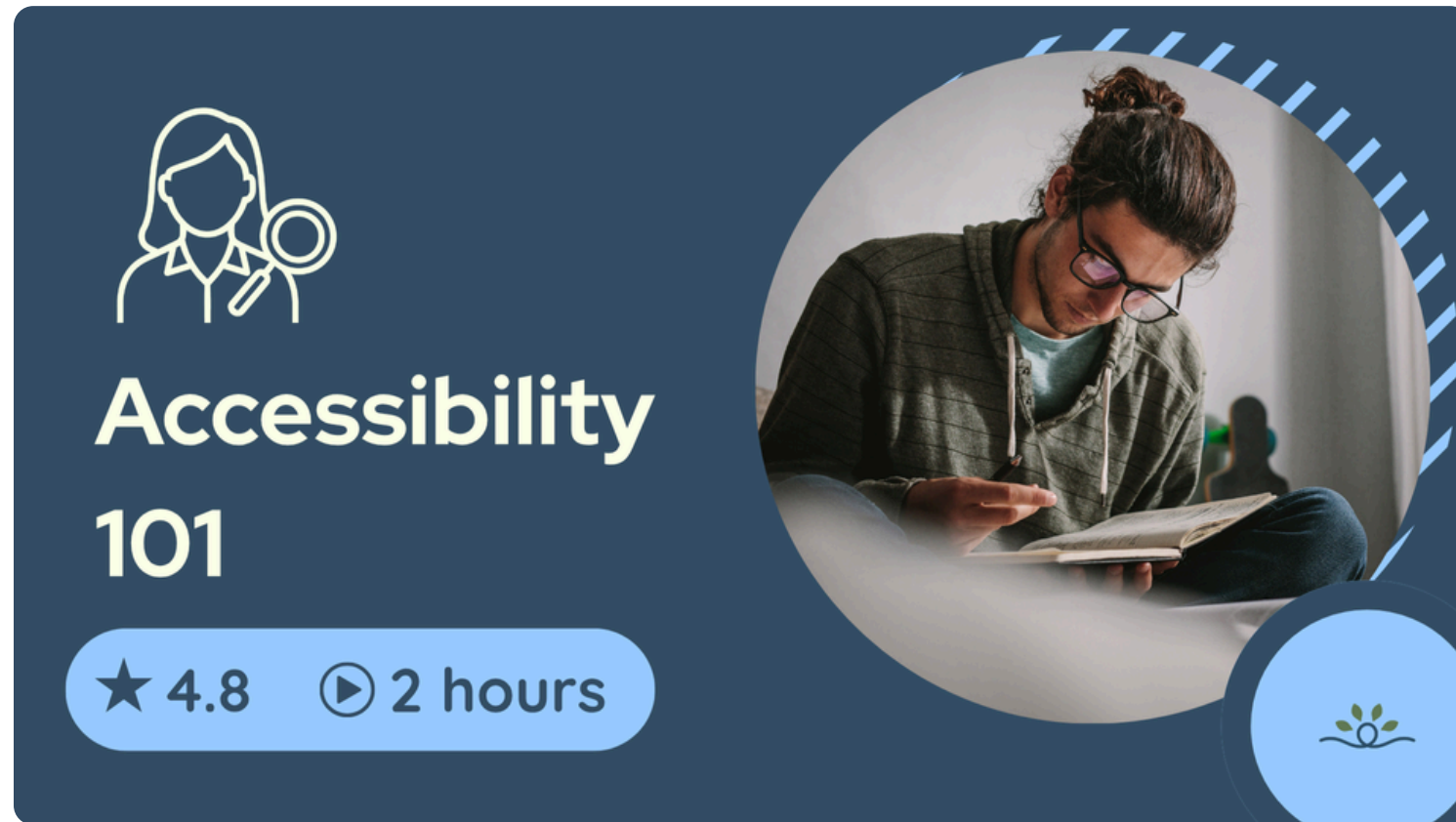
Module Banners



Module Banners

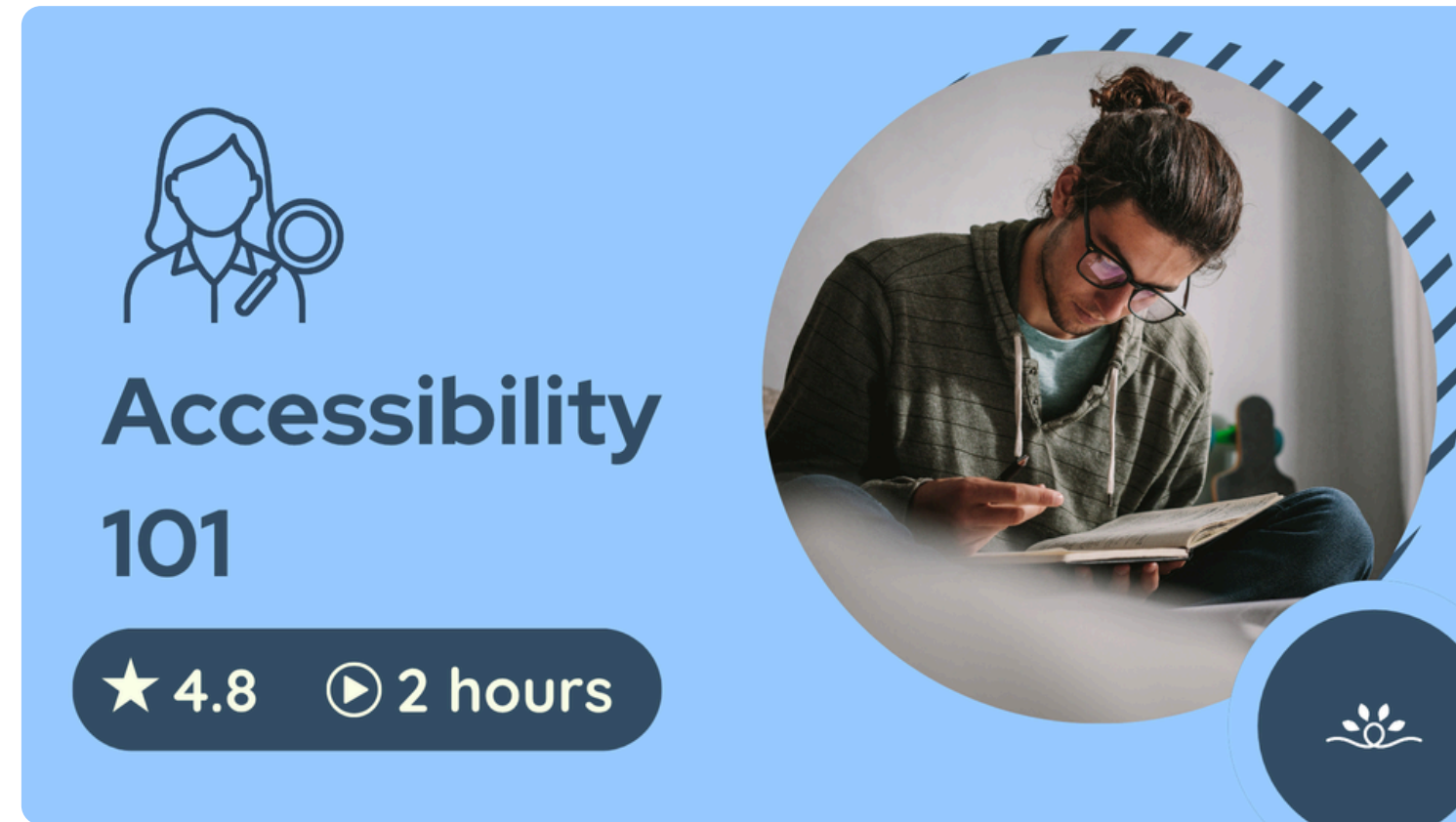





Module Covers





Accessibility
101

★ 4.8 ▶ 2 hours



Accessibility
101

★ 4.8 ▶ 2 hours



Accessibility
101

★ 4.8 ▶ 2 hours



Module + Resource Thumbnails

