



Welcome to Today's WCET Webcast



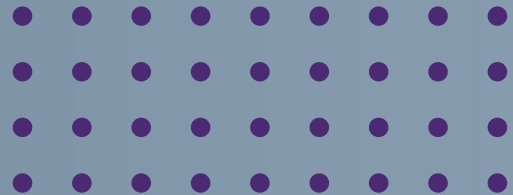
AUGUST 20, 2026

The webcast will begin shortly. No audio is being broadcast at this time.

A recording of this webcast will be available on the WCET website next week.

WCET events may not be recorded or rebroadcast without our written consent.

Due to previous issues with repurposed content, AI notetakers will be removed.
We apologize for any inconvenience.



Welcome!



Megan Raymond

Senior Director, Membership and
Programs, WCET

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- Slides can be downloaded via the link in chat.
- Please use the Question box for questions and Chat for other information exchange.
- Slides, recording, and shared resources will be emailed to attendees.

Accessibility Commitment

WCET is committed to creating inclusive and accessible materials. Our slides are designed with high-contrast visuals, large text, and descriptive alt text for images.

You can scan the QR code to download the slides on your phone if you prefer.

If you need the slides in an alternative format or additional accommodations, please let us know. We value your feedback to make our content accessible for everyone.



Accessibility in Action: Lessons from the 1EdTech + WCET Workshop Series

August 20, 2026

Hosted in partnership with:



1EDTECH[®]

Speakers



BRAD CARPENTER

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SUSAN HAUGHT

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KELLY HERMANN

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JOHNNY ZHOU

Instructional Designer
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Agenda

- Project Overview and Introductions
- Update on DOJ Timeline and ADA
- Lessons Learned - University of Alabama and University of Hawai'i
- Q&A
- Conclusions

Program Overview



UNIVERSITY OF
CENTRAL FLORIDA



Legislative Update

Web accessibility rules deadlines have been updated:

- Title II of the ADA:
 - April 2027 for populations greater than 50,000;
 - April 2028 for populations under 50,000
- Health and Human Services (HHS):
 - May 11, 2027 for recipients with 15 or more employees
 - May 10, 2028 for recipients with fewer than 15 employees
- To determine applicability of any federal regulation, please consult with your institution's legal counsel.

Group Presentations

We're in this together!

Ensuring Effective Support Mechanisms for Title II Compliance: UAB School of Nursing’s Office of Technology and Innovation’s Approach to Faculty-Focused Support

Organization & Team	Short Overview	Outcomes	Feedback
University of Alabama at Birmingham, School of Nursing Team Lead: Matthew Jennings, Director of Instructional Technology - Brad Carpenter, Senior Instructional Design Specialist - Jennifer Jones, Senior Instructional Design Specialist	Course instructors need clear guidance, practical tools, and ongoing collaboration with knowledgeable support personnel to ensure their course content is Title II compliant. Best practice recommends a multi-modal support approach that includes targeted guides and tutorials, training on compliance expectations and accessibility tools, and a comprehensive asynchronous Canvas course with structured objectives, lessons, and materials.	Bolster our existing accessibility guides and tutorials, as well as further inform our approach and design of our planned synchronous training sessions and asynchronous Canvas course. Provide current and future UAB School of Nursing faculty with varying methods of instruction and support to ensure ongoing Title II compliance	

From Compliance to Capacity: Building Faculty Expertise in Accessible Course Design through Lamakū (D2L Brightspace)



UNIVERSITY
of HAWAII[®]
SYSTEM

Organization & Team	Short Overview	Outcomes	Feedback
The University of Hawai'i System Information Technology Services (ITS) Team Lead: Gloria Niles, Chief Academic Technology Innovation Officer • Mitchell Otchi, ITS Director of Client Services and Operations Center • Dorothy Hirata, Instructional Design Manager, UH Online Innovation Center • Johnny Zhou, Instructional Designer, UH Online Innovation Center	The focus of this case study project will be to create an interactive professional development course within Lamakū that guides faculty in identifying and remediating accessibility issues in their own digital course materials, aligning with the 2024 U.S. Department of Justice web accessibility rule requiring WCAG 2.1 Level AA compliance.	1. Develop a Model Accessible Professional-Development Course in Lamakū (D2L Brightspace) 2. Build Faculty Capacity and Confidence in Accessibility and Inclusive Design 3. Establish a Scalable, System-Wide Framework for Accessibility Excellence	



Digital Accessibility in Lamakū

University of Hawai'i System Team



01

Overview of Project



Project Timeline

Create an interactive professional development course within Lamakū (Brightspace by D2L) that guides faculty in identifying and remediating accessibility issues in their own digital course.

Pre-Planning

Laying out the specifics of the course and mapping out the course details.



Empathy w/ Stakeholders

Meeting with stakeholders throughout the system to inform decisions on the course.

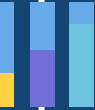
Course Content Development

Outlining, drafting, and reviewing the content in prep for transferring to Lamakū.



Course Launch (Soon)

The course becomes available via a self-enrollment tool in Lamakū called "Discover".



02

Empathy w/ stakeholders



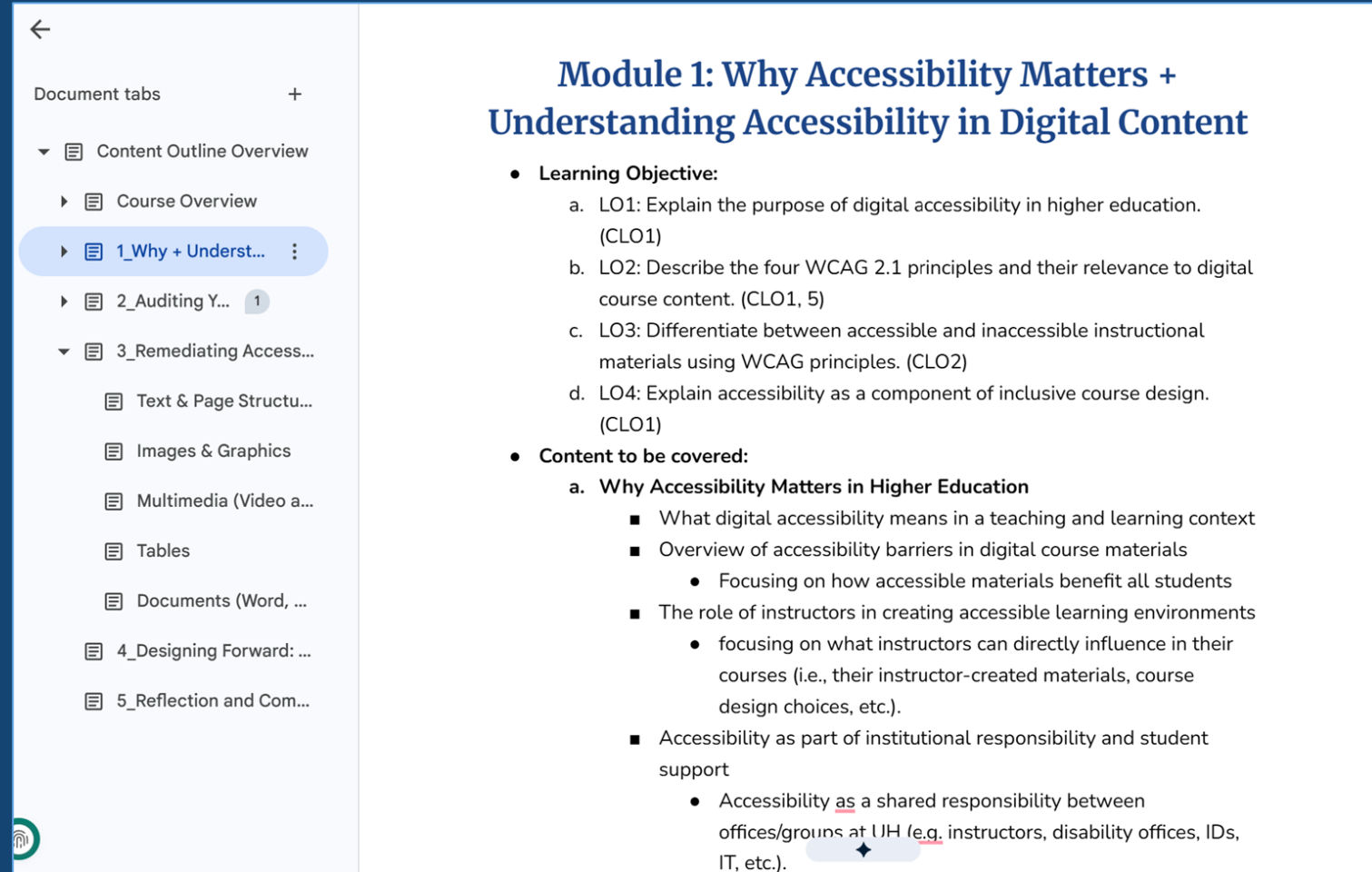
Understanding and Collaborating w/ Stakeholders

- Disability Services Offices
- Instructional Designers
- System-level Administrators
- IT Accessibility Support



Course Content Outline

1. Why + Understanding Accessibility
2. Auditing Your Course for Accessibility
3. Remediating Accessibility Issues
4. Designing Forward: Accessibility by Design
5. Reflection and Completion



The screenshot displays a digital course interface. On the left is a sidebar titled 'Document tabs' with a list of course sections. The first section, '1_Why + Underst...', is highlighted in blue. The main content area on the right features the title 'Module 1: Why Accessibility Matters + Understanding Accessibility in Digital Content' in blue. Below the title, there are two main bullet points: 'Learning Objective:' and 'Content to be covered:'. The 'Learning Objective:' section lists four objectives (LO1-LO4) with their respective CLO numbers. The 'Content to be covered:' section lists two main topics: 'Why Accessibility Matters in Higher Education' and 'Accessibility as part of institutional responsibility and student support', each with sub-points.

Document tabs +

- Content Outline Overview
 - Course Overview
 - 1_Why + Underst...**
 - 2_Auditing Y... 1
- 3_Remediating Access...
 - Text & Page Structu...
 - Images & Graphics
 - Multimedia (Video a...
 - Tables
 - Documents (Word, ...
- 4_Designing Forward: ...
- 5_Reflection and Com...

Module 1: Why Accessibility Matters + Understanding Accessibility in Digital Content

- **Learning Objective:**
 - LO1: Explain the purpose of digital accessibility in higher education. (CLO1)
 - LO2: Describe the four WCAG 2.1 principles and their relevance to digital course content. (CLO1, 5)
 - LO3: Differentiate between accessible and inaccessible instructional materials using WCAG principles. (CLO2)
 - LO4: Explain accessibility as a component of inclusive course design. (CLO1)
- **Content to be covered:**
 - Why Accessibility Matters in Higher Education**
 - What digital accessibility means in a teaching and learning context
 - Overview of accessibility barriers in digital course materials
 - Focusing on how accessible materials benefit all students
 - The role of instructors in creating accessible learning environments
 - focusing on what instructors can directly influence in their courses (i.e., their instructor-created materials, course design choices, etc.).
 - Accessibility as part of institutional responsibility and student support
 - Accessibility as a shared responsibility between offices/groups at UH (e.g. instructors, disability offices, IDs, IT, etc.).

03

Course Interface



Digital Accessibility in Lamakū Course Homepage

- Built in Lamakū (Brightspace by D2L)
- Models accessible design and consistent navigation
- Materials accessible from the Home page and Content tool

The screenshot displays the course homepage for 'Digital Accessibility in Lamakū'. At the top, a navigation bar includes the course title, a user profile for 'JZ Johnny Zhou', and a settings gear. Below this is a secondary navigation menu with links: Course Admin, Quick Eval, Content, Assignments, Discussions, Quizzes, Class Progress, Calendar, Grades, Groups, and More. The main header features a large banner with the University of Hawai'i logo on the left and an illustration of a boat carrying accessibility icons (eye, document, gear, brain, etc.) on the right. The title 'Digital Accessibility in Lamakū' is centered in the banner. Below the banner is a 'Visual Table of Contents Widget' with a dropdown arrow. It contains five topic cards, each with a progress bar and completion status: 1. 'Getting Started' (3/3 Topics Completed), 2. '1 - Why Accessibility Matters +...' (6/7 Topics Completed), 3. '2 - Auditing Your Course for...' (4/5 Topics Completed), 4. '3 - Remediating Accessibility Issues' (22/27 Topics Completed), and 5. '4 - Designing' (partially visible). Each card also includes a checklist icon and a question mark icon. At the bottom, a fifth card '5 - Reflection and' is partially visible.

Digital Accessibility in Lamakū Content

Table of Contents > 1 - Why Accessibility Matters + Understanding Accessibility in Digital Content > When Design Becomes a Barrier

When Design Becomes a Barrier ▾

UNIVERSITY OF HAWAII
KA PONO
1907

When Design Becomes a Barrier

Digital accessibility barriers are not always obvious until you consider how different learners interact with a course. The following video uses K-12 examples to demonstrate how people with disabilities access digital content. As you watch, focus on the accessibility principles rather than the educational setting, and consider how these same barriers can appear in higher education courses.



Topic 2 / How Some People with Disabilities Use
ADA National Network

TOPIC 2 →
How Some People with Disabilities Use Technology
Watch on YouTube

Select each item to learn more.

- Imagine This Course... ▸
- Now Consider the Learner ▸
- Reflect ▸

Open All Panels

Topic 2: How Some People with Disabilities Use Technology (YouTube, 6:02)

04

Accessibility Tools



D2L Accessibility+

1. LMS add-on feature.
2. Autofix up to 60% of accessibility issues (with human supervision).
3. Provides instructions for manual remediations.

Accessibility+: accessibility_demo (1).docx

Score 35 26 9 0

AutoFix Issues
Fix issues instantly with AutoFix tool

Remediation Services
Get help from our Accessibility Experts

AutoFix Fix it for me

35 Checks
Collapse details

Failed (9) Manual C

A Specific Non-text content must have a text alternative that serves the equivalent purpose
[Show 1 instance](#) **How to fix**

A Specification: WCAG 2.2, Clause: 1.3.1, Test number: 1
Text should not contain repeated non space characters
[Show 1 instance](#) **How to fix**

A Spec Text
[Show](#) **How to fix**

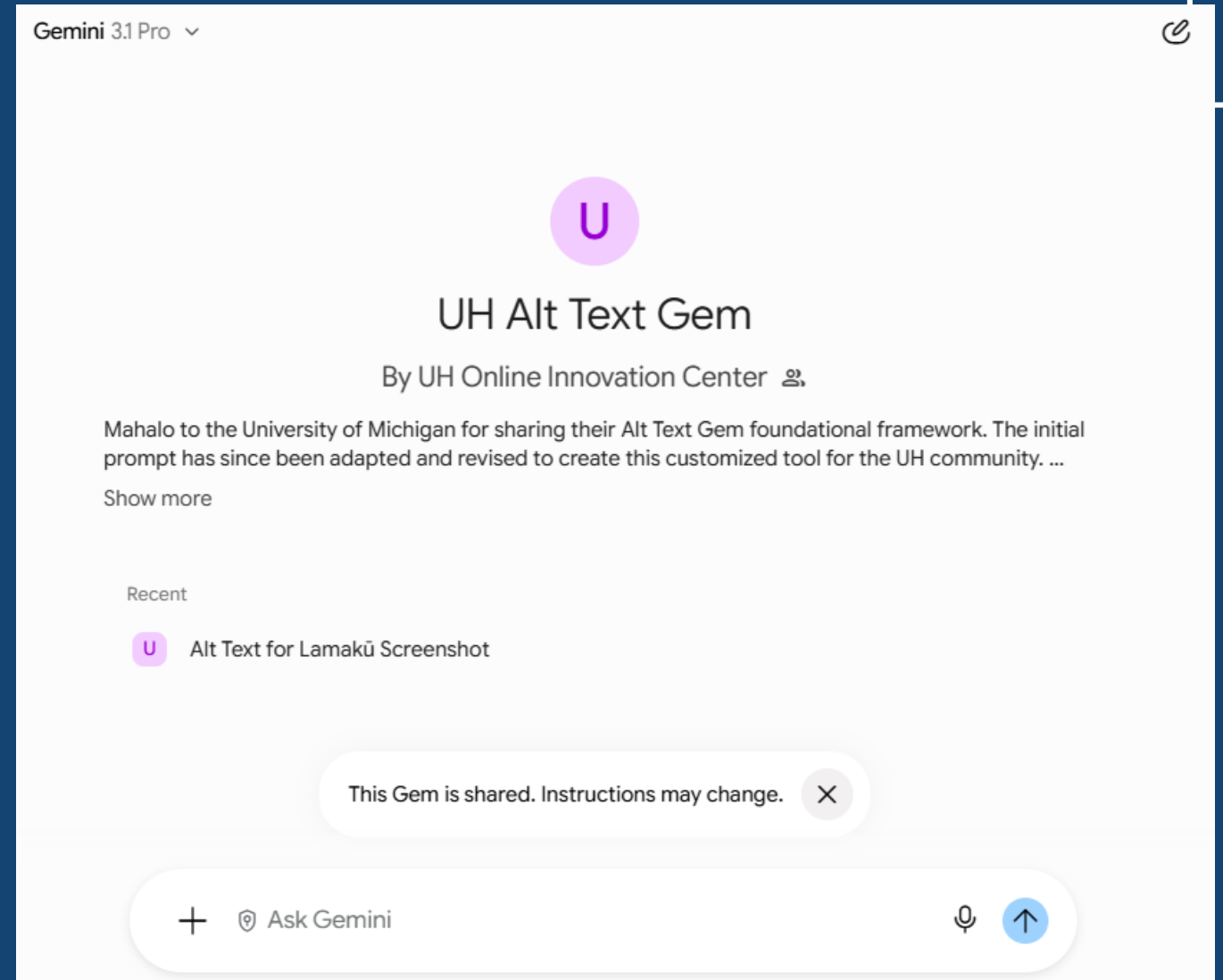
A Spec Under
[Show 4 instances](#) **How to fix**

A Specification: WCAG 2.2, Clause: 1.3.1, Test number: 5
Tables should have a designated header row. **How to fix**

2:15 PM
2025-09-23

Univ. of HI Alt Text Gem

1. Made connections with the University of Michigan (shout out to Nargus Oskui & 1EdTech).
2. Created UH Alt Text Gem.
3. Pilot tested (April - May).
4. Will finalize and integrate into course.

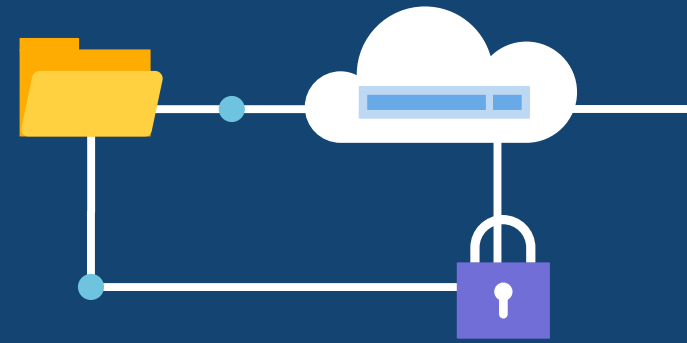


05

Looking Ahead



Next Steps for the Project



01

D2L Accessibility+

Waiting on feature roll out & integration.

03

Marketing Plan

Finalize communications & marketing plan for course launch.

02

Course Launch

Wrap up final edits and prepare for course launch.

04

Incentives

Implement incentives for course completion.



Lessons Learned

We're in this together!

Lessons Learned

- Don't be afraid to borrow/steal :)
- Identify gaps and a huge list of questions
- Network – early and often
- Set clear responsibilities
- Involve different departments – creates buy-in



AUDIENCE QUESTIONS



Stay Connected

WCET is the leader in the practice, policy & advocacy of digital learning in higher education.

We envision a future where high-quality digital learning fosters success for educators and learners.

Learn more about the benefits of joining our community:
wcet.wiche.edu/join-us

Additional Information and Resources



The webcast recording and additional resources will be available in the next week: wcet.wiche.edu/events/webcasts.



Visit wcet.wiche.edu to explore our Policy and Practice work, Events, Membership, and Sponsorship.

Upcoming WCET Events

Learn more and register: wcet.wiche.edu/events

- What's Next for Digital Learning – August 28, 12:00 PM MT
 - For WCET Members

Join us in Minneapolis!

WCET 2026

OCTOBER 14-16, 2026

cvent.me/LyZo4B



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Feb. 8-10, 2027

*Save
the Date!*

San Antonio, Texas, USA



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Supporting members make an additional investment and support WCET's mission to advance the effective use of technology for teaching and learning.

THANK YOU FOR ATTENDING!

