

Digital Accessibility Essentials for Higher Education Online Instructors

MICROCREDENTIAL DESIGN PROPOSAL

A 20-hour asynchronous microcredential for higher education faculty, designed against the 2024 Department of Justice web accessibility rule.

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Digital Microcredential Proposal

Your Name: Yana Rulinsky

Name of Microcredential: Digital Accessibility Essentials for Higher Education Online Instructors

Classification of Microcredential (Knowledge or Application): Knowledge

Approximate time to complete (hours or weeks): 20 hours or 2 weeks

Microcredential Overview

The focus of this microcredential is on accessibility and inclusive design of online learning and materials. The purpose of this micro-credential is to inform and educate members of the online higher education faculty about the current new standards and guidelines in online education web accessibility.

After completing the micro-credential, the learners will be able to:

1. Recognize a range of assistive devices and learning strategies in use by learners with disabilities.
2. Understand and interpret key requirements of Section 508, ADA, and WCAG 2.1 AA standards and apply them to real-world online learning environments and instructional materials.
3. Create HTML/Text online content (headings, lists, links) that meet accessibility requirements.
4. Write ALT text for images, create accessible and contrasting color schemes for online use, and add captions and transcripts to multimedia.

5. Run automated accessibility audits with WAVE and Web AIM tools, analyze results, and recommend accessibility improvements.
6. Locate and use organizational accessibility resources for ongoing learner support and accessibility compliance.

Upon successful completion of this asynchronous 2-week or 20-hr. online course, completion of all course activities/deliverables, and completion of a summative assessment test with a score of $\geq 95\%$, the participants will be awarded a TrustEd Knowledge Credential in web accessibility essentials.

Microcredential Justification

The justification for this microcredential course is as follows. In April 2024, the US Department of Justice (DOJ) published a rule that requires public schools, community colleges, and public universities to ensure their web content and mobile applications are readily accessible and usable by people with disabilities. (Bennett, 2024) (Nondiscrimination on the basis of disability, 2024) All public organizations must make sure that their web content follows WCAG 2.1 AA standards or be subject to a fine. These technical standards for institutions' online content must be in place by April 2026 or 2027, depending on the organization's population.

Since many higher education online faculty and instructors create, publish, and utilize web content in their online learning environments, in order to comply with the new DOJ rule, they need to be able to understand the current and novel accessibility web guidelines, identify accessibility barriers in online learning content, and be able to conduct an accessibility audit of online learning environments and provide remediation solutions. Given this government rule and a short deadline

for full compliance by higher education public organizations, I anticipate a high enrollment potential for this microcredential course and a strong demand for this course from higher education faculty, administrators, and organizations this and next year.

Second, according to National Center for Education Statistics (2019), students with disabilities make up close to 20% of all students enrolled in postsecondary institutions in the USA. The competencies achieved by online faculty via this microcredential will help higher institutions provide a much more equitable learning environment for the students with disabilities.

Thirdly, as per Mowreader (2025),

Only 10 percent of faculty believe their institution provides “absolutely adequate” tools to support students with disabilities, and 22 percent say they consider accessibility when designing course materials. Instructors are unaware of the ADA’s Web Content Accessibility Guidelines; one-third of survey respondents said they are “not at all” aware of the requirements, and 45 percent said they were aware but “unclear on the details.”

Therefore, this micro-credential will address a professional development gap in web accessibility knowledge that exists in higher education organizations and will thereby help higher education organizations comply with the 2024 DOJ web content accessibility requirements, help ensure an overall increase in equitable online learning environments, and will help empower members of higher education online faculty to act as “change agents” when it comes to online learning accessibility.

Microcredential Target Audience

The target audience for this microcredential is higher education online faculty (full-time instructors, adjunct professors, or subject matter experts) who are employed by a higher education organization (community college, technical college or program, state, public, or private university), instructional designers tasked with creating accessible online content, or departmental champions and “change agents” seeking foundational knowledge in online learning accessibility.

This microcredential will serve as a basic introduction course and is appropriate for online educators with no, limited, or some knowledge of web accessibility standards, guidelines, and issues that affect learners with disabilities in online educational settings. This course is appropriate for online educators of all cultural and social backgrounds, all levels of education and professional experience, and all levels of economic status. Moderate proficiency in English language is expected and basic to moderate proficiency in online teaching and learning technologies is expected as is required for employment by higher education institutions. This microcredential is offered as part of a self-directed professional development program and learners are expected to exhibit self-directed learning behaviors during completion of this course. To increase motivation and promote autonomous learning behaviors, this course will also utilize Self-Determination Theory (SDT) instructional design strategies.

This microcredential is important for the higher education online instructors for their organization to successfully comply with the 2024 DOJ accessibility requirements and to address the online learning accessibility knowledge gap that is evident from this quote:

In Anthology’s survey, 17 percent of instructors said they were unaware of what tools their institution provides to help students access coursework in different formats, and 30 percent said they were aware but did not share information with students. Less experienced faculty

members were more likely to say they have not considered accessibility or were unaware of ADA requirements; one-third of respondents with fewer than two years of teaching experience indicated they rarely or never consider accessibility when creating materials. (Mowreader, 2025)

The main benefits of this course for online educators are:

1. Greater awareness and knowledge of web content accessibility laws and regulations, assistive learning technologies, disability resources and organizations, and students with disability needs.
2. Knowledge, understanding, and practice creating accessible online content.
3. Knowledge, understanding, and practice using web accessibility audit tools and applying accessibility remediation recommendations.

This microcredential course will be offered as part of online faculty professional development and will consider learner distance education preferences. As per Gibbons et al. (2018), learner preferences in distance education professional development courses are that the course is flexible and self-directed, that it encourages application of knowledge to real-world scenarios, that the course allows active sharing and communication, that the course is moderated by a knowledgeable practitioner, that the course includes opportunities for practical and reflective experiences, and that the course builds a sense of community, trust, and collective identity (p.467). Additionally, a distance course needs to provide collaborative structured activities, allow learners to produce tangible products for workplace use, provide leadership and growth opportunities, and provide tools with search capabilities (Gibbons et al., 2018, p.468) Many of these learner preferences will be included in this course.

Course Design Plans

Following completion of this microcredential course, higher education online faculty, instructors, instructional designers, or accessibility champions will be able to demonstrate knowledge and awareness of accessibility barriers and assistive technologies, create online instructional materials (including text and multimedia) that fully comply with the Section 508, ADA, and WCAG 2.1 AA standards, audit and evaluate open or external instructional materials for accessibility compliance, offer online learning accessibility improvement recommendations, and locate accessibility support resources.

Learning Management System and Technology Tools:

The technology tools below were selected based on their accessibility by learners with disabilities and diverse learners, their wide availability and popularity across higher education institutions, and appropriateness for the completion of these course assignments and assessments.

Tool	Description	Use within microcredential
Articulate Rise 360 Authoring Tool	Articulate Rise 360 is a web-based, block-based e-learning authoring tool used to create responsive e-learning courses, presentations, product guides or manuals.	Articulate Rise 360 will be used as an authoring tool to create the e-learning modules for this microcredential course.
Canva	Canva is an online graphic design tool that allows users to create images, videos, posters, and other forms of graphic design content.	Canva will be used by learners in this course to create independent or collaborative course deliverables.
Canvas LMS	Canvas LMS is a web-based platform designed for learning organizations to manage online learning.	Canvas LMS will serve as the learning platform and will house this microcredential course.
Hypothesis	Hypothesis is an online collaborative annotation tool that allows users to highlight, annotate, and comment on texts individually or as a group.	Learners will use Hypothesis to provide webpage annotations and for collaborative discussions and activities.
Microsoft Teams	Microsoft Teams is a messaging and collaboration application. It allows	Microsoft Teams will be used by learners and the course facilitator for interactive

	users to send and receive messages in real-time, share files and applications, and hold virtual videoconference meetings.	sessions, videoconferences, or collaborative discussions.
Google Forms	Google Forms is an online form-builder application that lets users conduct surveys, collect responses, and analyze the results.	Google Forms will be used in this course to collect learner responses or for knowledge assessments.
Padlet	Padlet is a digital online collaboration tool that allows users to create interactive bulletin boards comprised of text, images, videos, links, and documents.	Padlet will be used in this course for creative collaborative assignments, resource sharing, and collaborative discussions.

There will be no textbook in this course as the assistive technologies, accessibility rules, laws, and guidelines may change or evolve with time as technologies emerge. The course will use materials sourced from Section 508 website ([Guide to Accessible Web Design & Development | Section508.gov](#)), ADA website ([Guidance on Web Accessibility and the ADA | ADA.gov](#)), and W3 Consortium WCAG 2.1 standards website ([A Guide to WCAG | Web Accessibility Guidelines Overview](#)) and other relevant websites. This course will also utilize accessibility explainer videos and other informative multimedia materials that will be created according to Richard Mayer's Multimedia Learning Theory and Twelve Multimedia Principles.

Student Collaboration and Interaction

Asynchronous discussions and students' interactions and collaboration will be conducted via the tools specified above, specifically Microsoft Teams, Padlet, Hypothesis, and Google Docs/Google Forms. These tools were chosen based on their appropriateness, wide availability at higher education organizations (all tools have free versions), accessibility for people with disabilities, user friendliness, and extensive embedded collaborative features. During this microcredential course, learners will participate in collaborative discussions, peer reviews, and group creative design

sessions allowing them to establish social presence, develop a sense of community within this course, and create personal connections with peers.

Student Activities

As part of this micro-credential course, online educators will practice and reinforce the knowledge acquired by evaluating digital content and webpages for accessibility and will practice creating accessible online materials and multimedia. Learners will learn as part of a learning cohort and progress through the course together. Therefore, this course will emphasize interactive activities, shared experiences, and peer support. Given the asynchronous, self-directed nature of this course, many course activities will be focused on establishing the three Community of Inquiry presences (social presence, teaching presence, cognitive presence) and reinforcing the sense of community among the educators. The activities will also adhere to the principles of Andragogy, Self-Determination Theory, and Connectivism Theory and will utilize learning strategies mentioned in the “References” section below. (Akyol & Garrison, 2010) (Alam, 2023) (Bahrani, 2024) (Ford, 2019)

Sample Course Activities

Activity #1: Your Own Accessibility Checklist

Web2.0 Tools: Canva and Padlet

Participants: Learning Cohort of Online Educators

Purpose/Objectives: The purpose of this activity is to reinforce the knowledge acquired by students in the “Accessibility Standards and Guidelines” module by creating their own accessibility

checklist to be utilized in their own educational contexts in the future. This activity will also serve to encourage student collaboration, exchange of ideas, and social presence.

Materials and Setting:

This asynchronous activity will be completed in Canva and shared using Padlet. Students will independently create their own Online Course Accessibility Checklist using Canva and will share it with their learning cohort on Padlet for review and collaborative discussion.

Procedure and Steps:

Step 1 – Students independently create their own Online Course Accessibility Checklist on Canva utilizing knowledge acquired in the “Accessibility Standards and Guidelines” class module.

Step 2 – Students share their creative accessibility checklists with their peers on Padlet.

Step 3 – Students have a discussion, comment on each other’s checklists, and provide constructive feedback about each other’s work, constructing knowledge together via a collaborative design activity.

Time: This activity will be completed following the “Accessibility Standards and Guidelines” module.

Expected Outcome: Students will participate in a collaborative design activity, discussion, and will be able to clearly identify digital accessibility barriers and remediation action in online courses.

Activity #2: Collaborative Webpage Annotation

Web2.0 Tools: Hypothesis and Padlet

Participants: Learning Cohort of Online Educators

Purpose/Objectives: The purpose of this activity is to reinforce the knowledge acquired by students in the “Text and Structure Essentials” module via evaluating webpage text and highlighting

correct/incorrect use of Headings, link text, and text spacing. This activity will also serve to encourage student collaboration, exchange of ideas, and social presence.

Materials and Setting:

Students will complete this activity independently in Hypothesis and will share it via Padlet.

Students will independently add their Correct/Incorrect webpage annotations using Hypothesis and will share their annotations with their learning cohort on Padlet for review and collaborative discussion.

Procedure and Steps:

Step 1 – Students independently add their “Correct/Incorrect” annotations to a webpage using Hypothesis tool while utilizing knowledge acquired in the “Text and Structure Essentials” class module.

Step 2 – Students share their webpage annotations via Padlet.

Step 3 – Students participate in a collaborative design activity and a discussion, comment on each other’s checklists, and provide constructive feedback about each other’s annotations.

Time: This activity will be completed following the “Text and Structure Essentials” micro-credential module.

Expected Outcome: Students will participate in a collaborative design activity, discussion, and will be able to clearly identify compliance or non-compliance of a webpage with ADA and WCAG 2.1 AA standards.

Microcredential Course Modules and Sequence

This course will consist of nine online modules and will be completed asynchronously by a learning cohort of educators in a 2-week timeframe. The course duration is estimated at 20 hours.

Module	Time	Topic/Focus	Collaborative/ Active Learning Activities	Assessments	Tools	Professional/ Real-world skills connection
1. Why accessibility matters	1 hr.	Learner stories; organization compliance; learner equity	Accessibility Barriers Storytelling – students exchange accessibility barrier stories via a Padlet Wall	Formative Knowledge Check	Microsoft Teams, Padlet	This module helps build accessibility awareness and encourages student professional collaboration.
2. Learner Diversity and Assistive Technologies	2 hr.	Types of disabilities; common assistive tools	Disability Tool-Mapping & Accessibility Support Scenarios – independent disability-tool matching; provide solutions in accessibility scenarios	Formative Knowledge Check	Articulate Course Embedded Features	This module builds familiarity with assistive tools and their application in the classroom.
3. Accessibility Standards and Guidelines	3 hr.	Section 508; ADA; WCAG 2.1 standards	Your Own Accessibility Checklist – students independently create an accessibility checklist and share via Padlet	Formative Knowledge Check	Canva, Padlet	This module informs of required real-world accessibility online standards and laws.
4. Text & Structure Essentials	3 hr.	Text headings; HTML structure; hyperlinks	Collaborative Webpage Annotation – students independently annotate a webpage (Correct/Incorrect) and share via Padlet.	Formative Knowledge Check	Hypothesis , Padlet	This module enables student discernment of accessible text and webpage structure
5. Color Contrast and Image Alt Text	2 hr.	Color contrast rules; image ALT text description	Creative ALT Text & Contrast Audit Exercise – students share their creative ALT image descriptions via Padlet and independently run a webpage contrast audit.	Formative Knowledge Check	Web AIM contrast checker, Padlet	This module enables student discernment of accessible webpage color contrast and images
6. Multimedia Accessibility	2 hrs.	Audio descriptions; Captions; Transcripts	Your Own Accessible Video – students create a fully-accessible video and share it on Padlet for peer feedback.	Formative Knowledge Check	Canva, Padlet	This module helps build accessible multimedia creation skills.
7. Accessibility Testing and Peer Review	2 hrs.	WAVE audit; compliance	Accessibility Audit Report – in small asynchronous groups	Formative Knowledge Check	WAVE audit tool, Google	This module provides accessibility

		audit workflow	students run WAVE webpage audit and compile an audit report with needed fixes		Docs, Microsoft Teams	testing and audit workflow practice
8. Support and Next Steps	2 hrs.	Organizational accessibility contacts; W3 Consortium; Accessibility Organizations	Accessibility Resource Map – students independently create a map of accessibility contacts in their organization and nationally	Formative Knowledge Check	Canva	This module utilizes Connectivism Theory to create an accessibility resource hub.
9. Final Course Assessment	3 hr.	Assessment of competencies following course completion.	Final Summative Accessibility Knowledge Assessment – students independently complete a final assessment	Summative Assessment (>95% Pass, <95% Fail)	Articulate Course Embedded Features	This module provides a final assessment of online accessibility knowledge and competencies.

The “Support and Next Steps” module of this micro-credential course will connect the students with extensive accessibility resources available to higher education institutions in USA, allowing the students to continue their study in web accessibility after the completion of this course.

Course Learning Objectives by Module

Module Name	Learning Objectives
1. Why accessibility matters	• Explain importance of web accessibility in online learning environments. • Identify accessibility organizations and foundations (ADA, Section 508, WGAC) • Recognize accessibility barriers in online learning.
2. Learner Diversity and Assistive Technologies	• Identify a range of disabilities that affect online learning. • Match disabilities with assistive technologies. • Explain how assistive technologies interact with online content
3. Accessibility Standards and Guidelines	• Define WCAG 2.1 POUR principles. • Define WCAG 2.1 compliance elements. • Match accessibility standards to common online learning

	scenarios.
4. Text & Structure Essentials	• Explain why proper structure supports screen reader navigation. • Identify inaccessible text practices. • Apply semantic structure (headings, links) to online content.
5. Color Contrast and Image Alt Text	• Differentiate between decorative and meaningful images. • Write effective ALT text for images. • Use audit tools to check and correct color contrast
6. Multimedia Accessibility	• Identify common accessibility issues in video and audio content. • Describe requirements for captions, transcripts, and audio. • Recommend solutions for accessible multimedia.
7. Accessibility Testing and Peer Review	• Use automated tools (WAVE and WebAIM) to identify accessibility issues in instructional materials. • Accurately interpret audit tool results • Recommend accessibility improvements for online learning materials.
8. Support and Next Steps	• Identify online accessibility organizations and standards for future support. • Locate organizational and external accessibility resources. • Develop a personal plan for continued accessibility learning.
9. Final Course Assessment	• Demonstrate knowledge of web accessibility laws, common disabilities, and assistive technologies in a final assessment. • Demonstrate knowledge of accessible online text structure, color schemes, images, and multimedia in a final assessment. • Demonstrate knowledge of web accessibility audit and accessibility organizations and resources in a final assessment.

Sample Module “Learner Diversity and Assistive Technologies” Outline

Learning Objectives: After completing this course module, I will be able to

- Identify a range of disabilities that affect online learning.
- Match learner disabilities with assistive technologies.
- Explain how assistive technologies interact with online content.

Required Reading:

Learners will complete several reading assignments to familiarize themselves with a range of student disabilities that can present barriers in online learning and distance education. Readings will include several articles such as “25 Assistive Technology Examples” (link - [25 Assistive Technology Examples \(2025\)](#)) and “What are some examples of assistive technology?” ([What Are Some Examples of Assistive Technology? - Resources on Disability Assistance: Your Rights and Benefits](#))

Required Viewing:

Learners will watch multiple videos describing a range of disabilities among online students and videos describing assistive technologies in use by online students such as “Types of Assistive Technologies” (video link - https://youtu.be/Nyl_XaMq94I?si=0WhocLil8BgwOct0) and “Assistive Technology in Action” (video link - <https://youtu.be/g95TO20hnmo?si=17VNVt6YvHORHifW>)

Two Sample Activities:

1. Disability Tool Mapping – in this activity, learners will independently match student disabilities with appropriate assistive technologies for online learning. Learners will receive automated immediate system feedback.
2. Accessibility Support Scenarios – in this activity, a cohort of learners will review several common accessibility scenarios, participate in a group discussion, arrive at appropriate accessibility solutions, and provide recommendations for remediation and student support. Learners will receive feedback from course facilitator.

Feedback and Assessment:

Learners will complete a self-assessment in the form of a Formative Knowledge Check at the end of the module and will submit two module activity deliverables to the course facilitator via Canvas LMS. The course facilitator will provide timely feedback and evaluation of students' deliverables and course progress.

Learning Theories

Following the analysis of target audience and learner needs, an instructional designer has determined that this course will primarily draw on and adhere to the following educational theories and frameworks: Andragogy, Community of Inquiry, Connectivism, and Self-Determination Theory – all grounded in Cognitivist and Constructivist approaches to learning. All multimedia created and utilized in this course will adhere to Richard Mayer's Multimedia Learning Theory and Twelve Multimedia Principles.

Andragogy – Andragogy is the theory of adult learning that emphasizes practical applications, relevance, and self-directed learning. Andragogy has been used in professional development corporate settings with great success! As per Bahrani (2024),

The results show that training programs incorporating andragogical principles led to higher engagement and better skill retention compared to traditional methods. Employees reported greater satisfaction and perceived the content as more relevant to their job roles, contributing to improved motivation and a more positive learning experience. Additionally, self-directed learning components significantly boosted long-term retention of skills. (p. 415)

This microcredential course will emphasize andragogical principles such as self-directed learning, immediate skills application and practical relevance to increase learner engagement and satisfaction with the course

Connectivism – Connectivism is a learning theory that places an emphasis on professional connections and networks in the process of acquiring knowledge. This theory proposes that learner-to-learner connection can be facilitated via the use of technology and social networks. Although this is a relatively new theory, Connectivism has been successfully used to design collaborative and student-centered educational models. (Alam, 2023) This microcredential course will utilize collaborative learner strategies, such as regular group discussions and social networking/organizational resources to promote higher knowledge acquisition.

Community of Inquiry – As per Akyol & Garrison (2010),

The Community of Inquiry framework was developed by Garrison, Anderson and Archer (2000) as a guide and methodology to study the complex dynamics of online learning. The assumption is that a worthwhile educational experience occurs within the community through the interaction of three core elements: teaching presence, social presence and cognitive presence (see Figure 1). It could be said that the framework exists between the interplay of western and eastern theories with the overlap between cognitive independence and social interdependence. The underlying foundational perspective of the framework is a collaborative constructivist view of teaching and learning (p.3)

This microcredential course will ensure the integration of social, cognitive, and teaching presence into the design of this course and will promote Constructivist learning principles such as social interaction, reflective practices, and active knowledge construction via course activities/deliverables and regular learner discussions and collaboration.

Self-Determination Theory – Self-Determination Theory is a theory of motivation, well-being, and development. It states that people have three basic psychological needs: autonomy, competence, and

relatedness, and, when these three needs are satisfied, the individual experiences enhanced levels of motivation. This microcredential course will present learners with several opportunities to exercise their autonomy, self-regulation, and ownership via module deliverables and Formative Knowledge Checks, to develop professional skills and mastery via many practice activities, and to establish a sense of relatedness via frequent collaboration and connection with other learners and facilitators or instructors. (Ford, 2019)

Mayer’s Multimedia Theory and Principles – To achieve greater learner satisfaction and enhanced learning outcomes, it is important for instructional course design and development to adhere to evidence-based principles for multimedia design. Richard Mayer’s Multimedia Theory and Twelve Multimedia Design Principles (ex. signaling, segmenting, modality, personalization, etc.) are grounded in cognitive theories of learning and instruction and offer good guidelines for the design and development of instructional multimedia. This microcredential course will utilize Mayer’s Multimedia Theory and Principles in the design and development of all microcredential instructional and explanatory videos. (Mayer, 2021)

Standards Alignment

Quality Matters Standards Alignment

Quality Matters General Standard	QM Microcredential Standards Alignment
General Standard #1 – Overall Course Design	1.1 Detailed course instructions will be provided at the start of this course. 1.2 Detailed purpose and structure of the course will be provided. 1.3 Etiquette expectations will be clearly stated.

	1.4 Course policies will be clearly stated. 1.5 Technology requirements will be clearly stated. 1.6 Prerequisite knowledge will be clearly stated. 1.7 Learner technical skills will be clearly stated. 1.8 Facilitator introduction will be available for the learners at the start of this course. 1.9 Learners will be asked to introduce themselves to fellow learners.
General Standard #2 – Learning Objectives/Competencies	1.1 Course learning objectives/competencies currently describe measurable outcomes. 1.2 Module learning objectives/competencies are consistent with course objectives and are measurable. 1.3 Learning objectives/competencies are clear and will be presented from learner’s perspective. 1.4 Relationship between learning objectives/competencies and course activities will be clearly stated. 1.5 Learning objectives/competencies are suitable for the purpose of this course.
General Standard #3 – Assessment Strategies aligned with Learning Objectives/Competencies	3.1 The assessments currently measure stated learning objectives/competencies. 3.2 Course information will specify how successful completion of this course will be recognized. 3.3 Criteria and rubric for the evaluation of learners’ work is provided in this proposal. 3.4 The assessment instruments are appropriate and suitable for the assessment of web accessibility essentials knowledge and information presented in the course. 3.5 The course will provide learners with multiple opportunities to track their learning progress.
General Standard #4 – Instructional Materials aligned with Learning Objectives/Competencies	4.1 All instructional materials presented in this course will be sourced or designed specifically for learners to meet the learning objectives/achieve course competencies. 4.2 Purpose and use of instructional materials/activities will be explained to learners in

	this course. 4.3 All course materials used in this course will be appropriately cited. 4.5 A variety of instructional materials/activities will be used in this course to prevent boredom and to appeal to learners’ diverse talents/abilities. 4.6 Course materials will be separated into “Required” and “Optional.”
General Standard #5 – Course Activities for learner interaction and engagement	4.1 Learning activities used will promote stated objectives/competencies. 4.2 Learning activities used will support active learning and learner interaction. 4.3 Facilitator feedback/response time will be clearly stated in this course. 4.4 Learner interaction requirements will be clearly stated in this course.
General Standard #6 – Course Technologies aligned with Learning Objectives/Competencies	6.1 Technology tools used in this course all support learning objectives/competencies. 6.2 Technology tools used in this course promote learner engagement and active learning. 6.3 All technology tools used in this course are available for use by higher education institutions and have free versions. 6.4 All course technologies utilized in this course are current and are compatible with the latest computer operating systems. 6.5 The course designer will provide the learners with privacy policies for all tech tools used in this course such as Padlet, Canva, and Microsoft Teams.
General Standard #7 – Course Support Services	7.1 Technical support information and contact numbers will be provided in this course. 7.2 Organizational accessibility policies, services, and contact information will be provided in this course. 7.3 Explanation of all course support services will be provided for the learners.

	7.4 Explanation of all learner support services will be provided for the learners.
General Standard #8 – Course Accessibility and Usability	8.1 Course navigation design will be fully accessible to diverse learners and will facilitate ease of use. 8.2 Course and tech tools’ accessibility information will be provided in this course. 8.3 Course materials will be available in different formats to meet the accessibility and usability needs of all learners. 8.4 Course will be designed in such a way (font size, contrast, etc.) to facilitate readability. 8.5 Course multimedia will be designed to facilitate ease of use and in accordance with Richard Meyer’s Multimedia Theory and the Twelve Multimedia Principles.

TrustEd Knowledge Framework Alignment

1. **Achievement Type** – TrustEd Knowledge Credential
2. **Skills/Competencies** - the learner will
 - a. Accurately identify and explain relevant web accessibility standards, rules, and laws.
 - b. Identify a range of disabilities that affect online learning and assistive tools used by people with disabilities.
 - c. Provide actionable and accurate solutions to web accessibility-issue scenarios.
 - d. Create examples of accessible online text, image, and multimedia content.
 - e. Use accessibility audit tools (WAVE and Web AIM) to conduct accessibility audit of instructional materials, interpret results, and make recommendations for remediation.
 - f. Locate relevant organizational and national web accessibility resources.

3. **Framework Alignment** - this microcredential aligns with WCAG 2.1 AA web accessibility standards created by W3 Consortium. These standards are federally mandated industry standards for development of fully accessible web/online content and materials.
4. **Issuer** – **A higher education institution’s center for teaching excellence**
5. **Duration** – 20 hours
6. **Assessment** – the learner will be assessed via 1) complete submission of ALL course activities and deliverables for each instructional course module and 2) completion of a Final Summative Assessment. Each course module will contain an ungraded Formative Knowledge Check for the learner to assess their knowledge prior to advancing to the next module. The learner will have unlimited attempts to complete the Formative Knowledge Check in each module.
7. **Evidence** – the learner will demonstrate the six skills/competencies above by 1) completing all the course activities and submitting all assigned deliverables (accessibility checklist, accessible video and images, webpage annotation, group audit report, etc.) and 2) completing the Final Summative Assessment comprised of various assessment questions on the topic of web accessibility presented in the instructional course modules.
8. **Rubric**
Module Assignment/Deliverable Rubric

	SUBMITTED	NOT SUBMITTED
Module 1 Assignment/Deliverable		
Module 2 Assignment/Deliverable		
Module 3 Assignment/Deliverable		
Module 4 Assignment/Deliverable		
Module 5 Assignment/Deliverable		
Module 6 Assignment/Deliverable		
Module 7 Assignment/Deliverable		
Module 8 Assignment/Deliverable		
Module 9 Assignment/Deliverable		

Final Summative Assessment Rubric

Exceeds (Meets 100% of objectives)	Meets (Meets at least 95% of objectives)	Does Not Meet (Meets <95% of objectives)
Module 1: - Explain importance of web accessibility in online learning environments. - Identify accessibility organizations and foundations (ADA, Section 508, WGAC) - Recognize accessibility barriers in online learning.	- Explain importance of web accessibility in online learning environments. - Identify accessibility organizations and foundations (ADA, Section 508, WGAC) - Recognize accessibility barriers in online learning.	- Explain importance of web accessibility in online learning environments. - Identify accessibility organizations and foundations (ADA, Section 508, WGAC) - Recognize accessibility barriers in online learning.
Module 2: - Identify a range of disabilities that affect online learning. - Match disabilities with assistive technologies. - Explain how assistive technologies interact with online content	- Identify a range of disabilities that affect online learning. - Match disabilities with assistive technologies. - Explain how assistive technologies interact with online content	- Identify a range of disabilities that affect online learning. - Match disabilities with assistive technologies. - Explain how assistive technologies interact with online content
Module 3: - Define WCAG 2.1 POUR principles. - Define WCAG 2.1 compliance elements. - Match accessibility standards to common online learning scenarios	- Define WCAG 2.1 POUR principles. - Define WCAG 2.1 compliance elements. - Match accessibility standards to common online learning scenarios	- Define WCAG 2.1 POUR principles. - Define WCAG 2.1 compliance elements. - Match accessibility standards to common online learning scenarios
Module 4: - Explain why proper structure supports screen reader navigation. - Identify inaccessible text practices. - Apply semantic structure (headings, links) to online content.	- Explain why proper structure supports screen reader navigation. - Identify inaccessible text practices. - Apply semantic structure (headings, links) to online content.	- Explain why proper structure supports screen reader navigation. - Identify inaccessible text practices. - Apply semantic structure (headings, links) to online content.
Module 5: Differentiate between decorative and	Differentiate between decorative and meaningful images.	Differentiate between decorative and meaningful images.

meaningful images. • Write effective ALT text for images. • Use audit tools to check and correct color contrast	• Write effective ALT text for images. • Use audit tools to check and correct color contrast	• Write effective ALT text for images. • Use audit tools to check and correct color contrast
Module 6: • Identify common accessibility issues in video and audio content. • Describe requirements for captions, transcripts, and audio. • Recommend solutions for accessible multimedia.	• Identify common accessibility issues in video and audio content. • Describe requirements for captions, transcripts, and audio. • Recommend solutions for accessible multimedia.	• Identify common accessibility issues in video and audio content. • Describe requirements for captions, transcripts, and audio. • Recommend solutions for accessible multimedia.
Module 7: • Use automated tools (WAVE and WebAIM) to identify accessibility issues in instructional materials. • Accurately interpret audit tool results • Recommend accessibility improvements for online learning materials.	• Use automated tools (WAVE and WebAIM) to identify accessibility issues in instructional materials. • Accurately interpret audit tool results • Recommend accessibility improvements for online learning materials.	• Use automated tools (WAVE and WebAIM) to identify accessibility issues in instructional materials. • Accurately interpret audit tool results • Recommend accessibility improvements for online learning materials.
Module 8: • Identify online accessibility organizations and standards for future support. • Locate organizational and external accessibility resources. • Develop a personal plan for continued accessibility learning	• Identify online accessibility organizations and standards for future support. • Locate organizational and external accessibility resources. • Develop a personal plan for continued accessibility learning	• Identify online accessibility organizations and standards for future support. • Locate organizational and external accessibility resources. • Develop a personal plan for continued accessibility learning
Module 9: • Demonstrate knowledge of web accessibility laws, common disabilities, and assistive technologies in a final assessment. • Demonstrate knowledge of accessible online text	• Demonstrate knowledge of web accessibility laws, common disabilities, and assistive technologies in a final assessment. • Demonstrate knowledge of accessible online text structure, color schemes,	• Demonstrate knowledge of web accessibility laws, common disabilities, and assistive technologies in a final assessment. • Demonstrate knowledge of accessible online text structure, color schemes,

structure, color schemes, images, and multimedia in a final assessment. • Demonstrate knowledge of web accessibility audit and accessibility organizations and resources in a final assessment.	images, and multimedia in a final assessment. • Demonstrate knowledge of web accessibility audit and accessibility organizations and resources in a final assessment.	images, and multimedia in a final assessment. • Demonstrate knowledge of web accessibility audit and accessibility organizations and resources in a final assessment.
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9. **Result and Criteria** – following the two types of assessments: completion of all activities/deliverables in the course and completion of a Final Summative Assessment with a score of at least 95%, the learner is awarded a TrustEd Knowledge Framework microcredential in web accessibility essentials. Any missing activities or deliverables throughout the course and/or a score below 95% on a Final Summative Assessment will result in a microcredential course failure.
10. **Assessment** – assessments will include a Formative Knowledge Check at the end of each course module and a Final Summative Assessment. The ungraded, unlimited Formative Knowledge Checks will allow the learner to assess their knowledge prior to advancing to the next module.
11. **Achievement Type** - **The achievement type will be a digital badge. The badge will be issued by the institution and will be linked to a declaration that the learner passed a web accessibility essentials final summative knowledge assessment. The badge will include metadata showing competency skills and students can display their badge on their email signature, resume, or professional platforms like LinkedIn.**

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