

1116-97-1980 **Girija Sarada Nair-Hart*** (nairhaga@uc.edu), 4200, Clermont College Drive, Batavia, OH 45103. *Online mathematics courses – A discussion of access and success.*

In 2012 over 33.5% of students in the United States were taking at least one online course (Allen & Seaman, 2014). However, 27% of Americans live with a disability and the internet may pose increased obstruction for many of these members of the society (Jaeger, 2012). According to Roberts et.al. (2011), many online courses are not designed with accessibility in mind. Increasingly many students are taking advanced online mathematics courses that are more demanding than online courses in other disciplines. The matter of accessibility may pose additional challenges to online mathematics students with disabilities. While many educators are concerned about the accessibility issues of eLearning, they may not be aware of different techniques to ensure accessibility for all students. I developed Calculus 1, Calculus 2, and Multivariable Calculus courses and have incorporated techniques to increase accessibility for disabilities in those classes. There are a number of things that every instructor can easily incorporate to address the matters of learner accessibility in the courses they teach. During this presentation I will share several of these techniques. (Received September 22, 2015)