GRADUATE
Category: Interdisciplinary Topics, Centers and Institutes
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**ABSTRACT:**
While the advancement of web-based technologies increases the availability of instructional materials to many more non-disability learners, it further isolates the population of learners with disabilities who rely on assistive technologies to overcome inaccessible web-based learning contents (WBLC). At the same time, the effort to create and provide an inclusive classroom environment to learners with disabilities is often misinterpreted merely as the utilizations of campuses’ disability services and accommodations.

This investigation focuses on accentuating the issues in which giving consideration to the accessibility of WBLC within higher education settings remains habitually an afterthought. Findings and possible implications will contribute to the development and transformation toward inclusive, accessible, and flexible curriculum design models and practices from the ground up.

**RESEARCH PURPOSE:**
The purposes of this study is to:
a) reveal how college students with disabilities perceive the challenges of inaccessible online contents and;
b) suggest feasible strategies to improve online learning experience through addressing the issues pertaining to accessibilities based on Universal Design for Learning (UDL) principles and Web Contents Accessibility Guidelines (WCAG) 2.0.

**METHOD:**
+ Qualitative + Narrative Study + Purposeful Snowball Sample + Open-ended Interview + Timeline: April to December 2015 + Participants: 5 + Location: Public University in Northern CA

**RESEARCH QUESTIONS:**
The following questions will guide the direction of this study:

Sub–Question #1: How do college students with disabilities overcome the difficulties of inaccessible online learning content?

Sub–Question #2: What suggestions do students with disabilities have for instructors, authors, and instructional designers to ensure online learning contents accessible?

Sub–Question #3: How do Universal Design for Learning (UDL) principles and Web Contents Accessibility Guidelines (WCAG) 2.0 help to ensure web-based learning contents (WBLC) accessible to college students with disabilities?