Disability Resource Center

Presented by:

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Process for Applying & What the DRC Does

Step 1 → Start the DRC Accommodation Process

1. Click link on <u>DRC Website</u> and complete the questions in the online form.
2. Upload documentation directly to the online form or <u>email</u> to DRC.
3. DRC Staff will email you once it has been reviewed to set up a meeting to discuss your **requested** accommodations.

<u>Our office and the ADA is focused on providing ACCESS not SUCCESS</u>

Types of Documentation

- Complete documents only
- IEP or 504 Plan
- Medical Letter (MD, LSW, LPC, PhD, NP, DO, Mental Health Provider, etc.)
- Neuro/Psychological Test/Report

- Within the last 5 years that states **diagnosis and impact**
- DRC 102 Disability Verification Form (EMU Specific)
- Another College Disability Verification form (If Transferring)

Types of Possible Accommodations
(not an exhaustive list of options)

<u>Academic</u>

- Extended Testing Time
- Private/Reduced Distraction
- Notetaking Assistance Tools
- Preferential Seating
- Computers vs. Handwritten Notes
- Deadline or Attendance Related Accommodations
- Class handouts in advance

<u>Housing & Dining</u>

- Room Type Accommodation
- Emotional Support Animal
- Service Animal*
- Extra Refrigeration option for medication
- Nutritional & Allergy Support or Meal Plan Review w/EMU Dietician

Other Accommodations to Consider
(not an exhaustive list of options)

Temporary

- Broken Bone
- Strain
- Twisted Ankle
- Concussion
- Illness (i.e. Long-Term Covid)
- Carpal Tunnel
- Others will be evaluated as requested.

Alternative Media Types

- With appropriate diagnosis and severity
  - Screen Readers
  - Notetaker
  - Sign Language Interpreter
  - Audio Recording Software
  - Enlarged Font Size
  - Closed Captions

What's Normally Not… An Accommodation?

Academic

- Personal Tutor
- Personal Notetaker*
- On-Ground to Remote (for all components)
- Unlimited Absences
- Unlimited Testing Time
- Extensive Tardy
- Redo Examinations/Multiple Attempts
- Extra Homework/Supportive Materials from Instructor
- Reduced Course Load/Requirements*

Non-Academic

- Personal Assistant
- Single Apartments w/Private Kitchens
- Removal from Meal Plan*
- Private Coaching
- Wake-Up Calls
- Transportation to and From
- Guaranteed Scholarships
- Guaranteed Work

Title II of the ADA

- Title II of the Americans with Disabilities Act (ADA) requires state and local governments to provide accessible programs, services, and activities, with a major recent update focusing on **digital content**.
- This includes making websites, mobile apps, and other online content accessible to people with disabilities.
- Effective communication with individuals with disabilities is crucial. This may involve providing auxiliary aids and services like sign language interpreters or materials in alternative formats.

- New regulations require public entities to make their websites, mobile apps, and other digital content accessible by conforming to the [Web Content Accessibility Guidelines (WCAG) 2.1 Level AA](). Compliance deadlines are April 24, 2026, for larger organizations (50,000+ people) and **April 26, 2027,** for smaller ones such as EMU).

Support for Title II

University Support

- University Committee, led by Marketing to review all university websites:
  - Images have captions
  - Links are being updated and accurate
  - Videos & pages for the university are more uniform
  - DRC Representation on this committee

DRC Support

- Interpreters
- Materials in alternative formats
- Video captioning*
- Note taking software
- Human note takers

*Faculty support soon on our website

FAQ

- When do I renew my accommodations?
  - After registration for the upcoming semester.
  - Academic accommodation letters do not renew automatically.

- How and What does my Faculty Member know?
  - They know you have approved accommodations, not your diagnosis.
  - They access the letter through Accommodate.

- Can I request updates to my approved accommodations after my initial review meeting?
  - Yes, we may just need an additional conversation and/ or documentation.

- Fundamental Alteration
  - A major change in the nature of the program
  - Lowering the academic standard
  - Removing or waiving essential skill
  - Removing or waiving essential skill directly related to health/safety
  - Removing or waiving requirements directly related to a licensure

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PLEASE CONTACT US!

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Inaccessible Design: A wheelchair user sits in front of a set of stairs.

Design Accommodations: A ramp added next to the stairs enables mobility impaired individuals to access a building.

Canadian architect Cornelia Oberlander designed the world's first 'stramp'. She designed stairs around the ramp for those with accessibility needs

Universal Design: Here different mobilities inspire a new type of design entirely, that **anticipates** different types of people.

Fall 2025

Home

Syllabus

Assignments

Files

Announcements

Discussions

Grades

Pages

People

Outcomes

Rubrics

Quizzes

BigBlueButton

Collaborations

LockDown Browser

Item Banks

Portfolium

Studio

Quiz Extensions

Course Analytics

UDOIT Cloud

Library Guides

Starfish

Lucid (Whiteboard)

VitalSource Course Materials

Smart Search

Modules

Course Syllabus

Jump to Today

Syllabus Description:

Edit   View   Insert   Format   Tools   Table

12pt   Paragraph   **B**   *I*   U   A   T²

Week Three

Sept. 10	"Language Arts": What do we mean when we say we study "language?"
Guests	Craig Dionne, Daniel Seely, Carla Harryman
Reading	
Assignment due: 2 days later	Reflective Writing AFTER class session. Submit by Sept. 12

p ▸ em

33   435

☑ Show Course Summary

Cancel   **Update Syllabus**

Course Summary:

Date	Details	Due
Wed Sep 3, 2025	📝 Reflection 1	due by 6:30pm
Fri Sep 12, 2025	📝 Reflection 2	due by 11:59pm
Fri Sep 26, 2025	📝 Reflection 3	due by 11:59pm
Wed Oct 1, 2025	📝 Library Worksheet	due by 11:59pm
Wed Oct 22, 2025	📝 Faculty Interview and Introduction	due by 6:30pm
Wed Nov 12, 2025	📝 Professional Genres Assignment	due by 11:59pm
Fri Nov 14, 2025	📝 Reflection 4	due by 11:59pm
Fri Dec 12, 2025	📝 Public Presentation	due by 11:59pm
Mon Dec 15, 2025	📝 Reflection 5	due by 11:59pm
	📝 Participation	

August 2025

27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

Course assignments are not weighted.

When you are editing content, the accessibility checker will indicate accessibility issues. Click on the icon to open the checker box to identify the issue and fix it.

Accessibility Checker

Issue 5/33   ⍰

Tables should include a caption describing the contents of the table.

Add a caption

Prev   Next   Apply

Creating an Accessible Canvas Course

DO use Semantic Headings.
- You should tag headings in whichever software you are using to signal these headings to screen reading software. You can integrate semantic headings alongside visual cues (such as size or font).

DO use Accessible Hyperlinks
- Make sure to hyperlink full phrases that describe the page that is linked. For example, for a hyperlink that leads to a rubric, you could add the hyperlink to the phrase "assignment rubric" rather than "click here."

DO use Accessible Bullet Point Lists
- Use an ordered list that utilizes different numbering systems in each nested list. For example:
1. Point A
   a) Subpoint A
      i. Subpoint B

DO add ALT text
- Add alternative text (or ALT text) to each image included in each document. Alternative text does not need to describe every detail of an image, rather ALT text should describe the most important elements of the included image. Bryan Gould suggests answering three simple questions when crafting ALT text:
1. Why is this image here?
2. Who is the intended audience?
3. What will readers miss if there is no description included?

DO use Reader Friendly Text

- Use 12-14 point sans serif font (ex. Arial, Verdana, Helvetica)
- Display text in two columns where possible. Lines containing 6-9 words are ideal.
- Use 1.5 line spacing
- Display text in shorter paragraphs. Paragraphs containing 2-4 sentences are ideal.
- Consider color contrast between text and background.
1. Though the default, this guideline recommends avoiding black text on a white background which produces glare for readers. Instead, a slightly lower contrast is more ideal. Consider instead a navy text on a light gray background.
2. When in doubt ask students what they prefer and signal that they can make these changes to texts themselves by copying and pasting text into a word processor.
3. Students with other accessibility needs, such as low vision, might prefer the higher contrast of black text on a white background. When in doubt, strive for a formatted text that is accessible and allows users to make individual changes according to their individual needs.
- Never italicize text for emphasis. Instead, use bold formatting for emphasis.
- Always align text to the left side of the page. Centering text creates unnecessary difficulty for students trying to find the next line.

- Created by Abby Beaumont for Eastern Michigan University

Explanation of universal design for learning with colorful person in the center
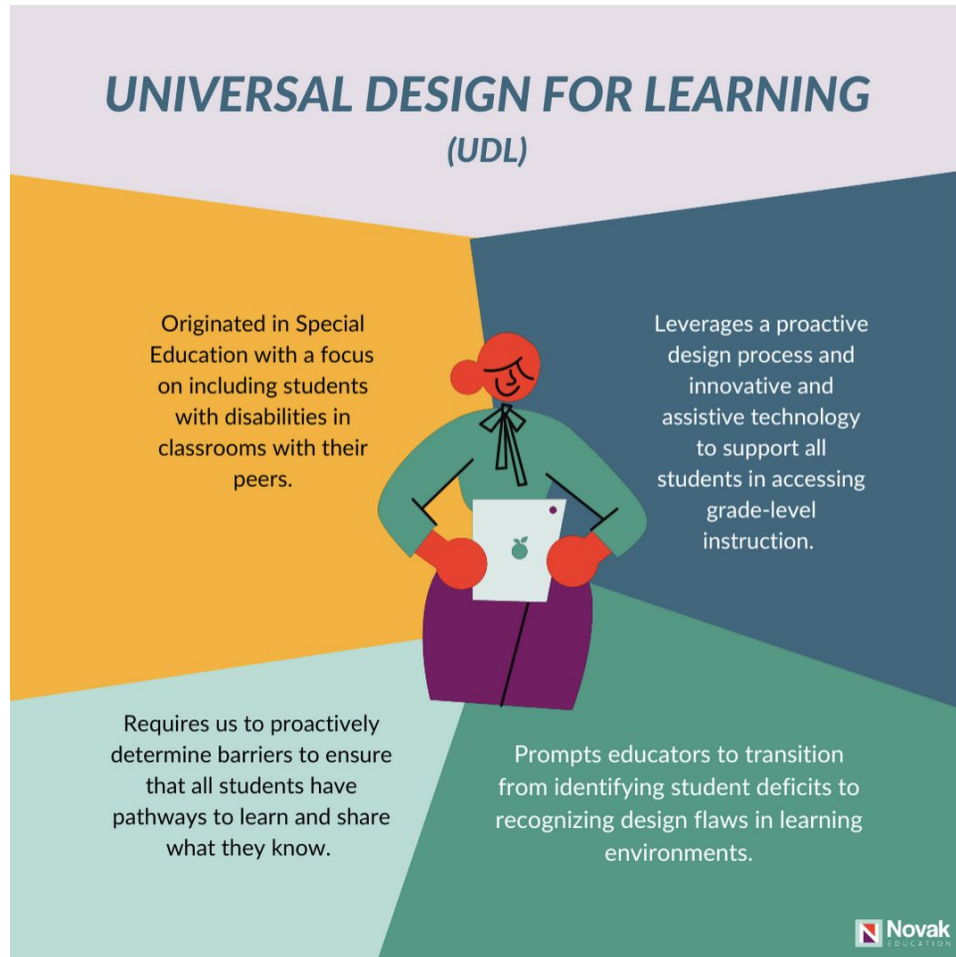
Universal Design for Learning

Audrey Farrugia, Ph.D., CCC-SLP

- Basic concepts:
  - Multiple methods of representation
  - Multiple means of student action and expression
  - Multiple modes of student engagement

(Center for Applied Special Technology, 2011)
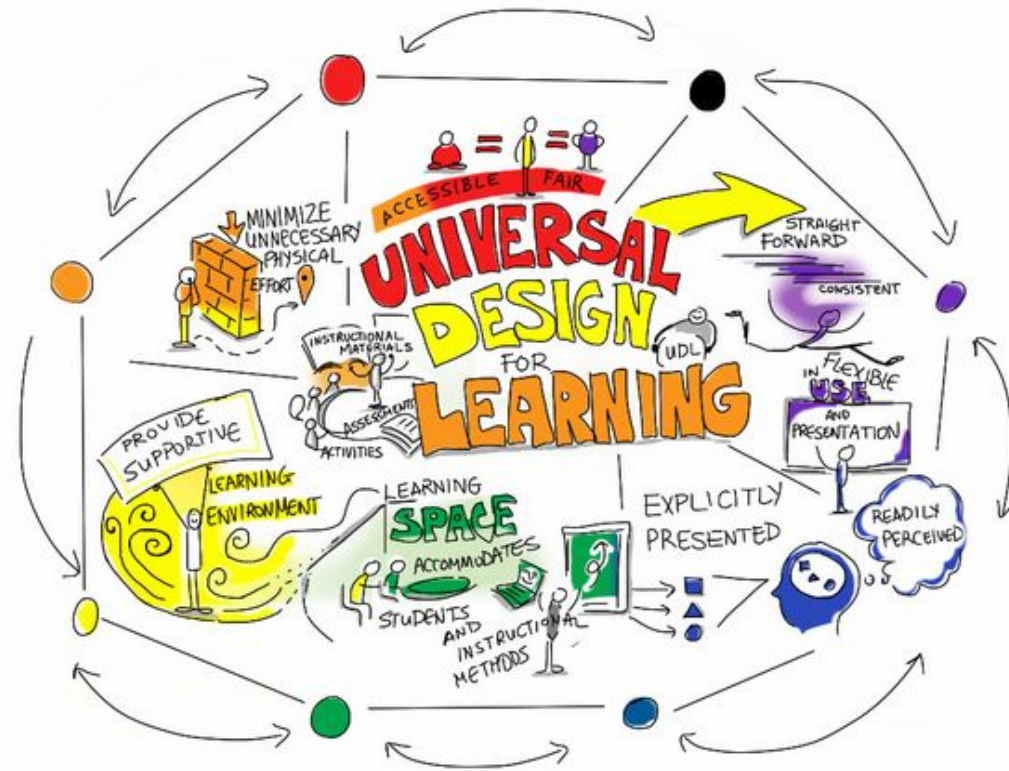
Universal design representation

Today

- Closed captioning
- Pronouns displayed
- Syllabus statement and regular acknowledgement
- Changes in writing
- Course trailer/Intro
- Agenda
- Ask! (3 things)

In a month

- Seating
- Offer choice
- Resubmission
- Give examples
- Glossary/Vocabulary previews
- Mid semester feedback
- Self-study questions

In a year

- Share content in a variety of ways and in advance
- Assignment task analysis
- Graphic organizers
- Built in audio/video explanations
- Student partners

- In-Person Space Considerations
  - Lighting
  - Location, elevator/stairs access, ramp access, stage access
  - Wheelchair accessible space, automatic door openers
  - Movable chair space and/or chairs without arms to provide more flexible seating arrangements
  - Thin walls can be distracting in terms of sound clarity in the room
  - Avoid spaces with ongoing construction, new carpeting, newly painted walls, and recently used chemicals for smell-sensitivity
  - Service animal accessibility

- Additional Resources
  - Map/List of gender inclusive bathrooms
  - Map/List of accessible bathrooms
  - Map/List of lactation rooms
  - Map/List of reflection spaces

- Microphones
  - Use them! (Even if you don't think it is needed)