

Promoting Inclusive and Accessible Learning Environments

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Agenda

1. Digital Accessibility at MSU
2. Introduction to the RCPD
3. Receiving a VISA, “What should I say?”
4. Syllabus Language
5. VISA Case Studies
6. Accessibility quick tips (Nate)



#NEXT
LEVEL



10 Best Online Schools and Resources for Students with Disabilities

A new guide from OnlineSchoolsCenter ranks the top 10 disability-friendly schools and offers guidance to students with disabilities.

8. University of Illinois;

9. University of Southern Illinois; and

10. Michigan State University.

Recent Accomplishments

- 2,176 students and employees with permanent disabilities are registered with the RCPD and supported at MSU (5.8% increase from last year).
- Over the past year, high-level accessibility training was provided to nearly 500 faculty, graduate assistants, and teaching assistants by DCAT, with many units doing their own additional training.
- This year, four times more courses were made more accessible through our partnerships proactively, rather than through accommodation requests, totaling almost 250, through Closed Captioning and document remediation.
- Almost 200 people attended the two-day MSU 2017 Accessible Learning Conference, led by the College of Arts & Letters.

WAPL just-in-time
College
Libraries
MSUIT
WEBACCESS
RCPD
tutorials
Liaisons connectivity
quality
training inclusiveness
Department

Accessibility is our responsibility.

MSU is committed to providing accessible digital experiences for everyone.

MSU Web Accessibility Policy

Article II. Scope

This policy applies to all University Web pages² used to conduct core university business or academic activities³. This policy does not apply to Web pages published by students, employees, or non-university organizations that are hosted by the University but are not used to conduct core University business or academic activities.

EIT Purchasing Process

Those at Michigan State University involved in purchasing Electronic Information Technology (EIT) for the university should consider the accessibility of such products or services. Units should understand the impact that EIT purchasing and decision-making has on individuals with disabilities in and outside the university.

webaccess.msu.edu

Introduction to the RCPD

- Provide reasonable accommodations to students and employees who are qualified individuals with disabilities
- Ensure individuals with disabilities have access to activities and services offered by MSU
- Provide resources and support to faculty and staff
- Ensure discrimination is not tolerated against an individual based on his/her disability

Reasonable Accommodation Policy

- RCPD Specialist will review documentation.
- If documentation validates a disability, RCPD Specialist will determine which accommodations are reasonable and appropriate.

VISA

The VISA (Verified Individualized Services and Accommodations)

MSU's official documentation that:

- Verifies the presence of a student's disability
- Describes essential disability-related accommodations and services
- Provides introductory content about the RCPD and disabilities in general

Receiving a VISA

- Students are responsible for discussing accommodations needs.
- Students retain responsibility for initiating contact with faculty
- Best Practice Sheet

Case Studies

Sample VISA



Resource Center for Persons with Disabilities (RCPD)

Michigan State University
434 Farm Lane, #120
East Lansing, MI 48824-1033
(517) 884-RCPD (517) 355-1293 (TTY) (517) 432-3191 (fax)
<http://www.rcpd.msu.edu>

VERIFIED INDIVIDUALIZED SERVICES AND ACCOMMODATIONS (VISA)

VISA Reference Number: 12345678-123456 VISA Created On: 08/11/2016
Student: Joseph Sparty (A1234****) VISA Valid Through: 12/21/2016
E-mail: spartyj@msu.edu
RCPD Disability Specialist(s): Angela Sebald (sebaldan@rcpd.msu.edu)

The student named on this VISA form has undergone a needs assessment with the RCPD Disability Specialist(s) named above and was determined to have a disability requiring academic accommodations or services as listed. The services and accommodations were carefully weighed and determined after a thorough review of medical and other relevant documentation. Revisions to this VISA may occur by RCPD Disability Specialists pending additional information, changes in disability status, unique academic settings, or by periodic review. You may contact the Disability Specialist named above with questions or concerns regarding the provision of accommodations and services or visit the RCPD website. Information about disabilities and related services/accommodations should be treated confidentially by university faculty and staff. Faculty must strictly adhere to the services and accommodations listed below with modifications made only after consultation with an RCPD Disability Specialist named on this form.

Reading

RFB&D Certified E-text Eligible
Bookshare Certified Large Print Eligible

Testing (Ideally administered in or near the classroom under faculty supervision)

50% Extended Test Time for in-class and online exams excluding take-home and clinically-based health sciences exams which require advance planning and special consideration.

Scribe Eligible Separate Testing Room Eligible

Classroom

Preferential Seating Student May Audio Record Lectures

Access to electronic versions of overhead presentation materials

Modify/adapt/describe visual aspects of course materials (diagrams/images)

Faculty facilitated notetaking assistance by shared lecture notes or established partnership between students.

Disability may require departure from class without penalty. If use of this accommodation becomes excessive or affects course integrity, please contact the student and specialist.

In rare circumstances, student may need extended time for assignments. Student will contact professor if needed to request an alternate deadline. If use of this accommodation becomes excessive or affects course integrity, please contact the student and specialist.

Mobility Aids

Crutch/Cane/Brace Campus Orientation
ADA Paratransit Eligible

Case 1: Student requesting to take exam with extended time

- a. Open classroom
- b. Conference room
- c. Departmental office
- d. RCPD
- e. All of the above

Case 2: How many classes can students miss?

- a. Our policy states that two classes are allowed to be missed and we must stick with that.
- b. Sure, you can miss as many classes as necessary.
- c. It depends on the nature of my course.

QUICK TIPS: Online Content Accessibility



Text and Contrast

Check that text has a strong contrast against the page background.



Text Styles

Use more than color to denote differences, emphasis, and content meaning.



Heading Styles

Use descriptive heading styles to designate content organization.



List Styles

Use bulleted or numbered list styles to denote list structure.



Alternative Text

Provide alternative text for images, graphs, and charts.



Multiple Avenues for Multimedia

Supply multiple avenues for multimedia content (e.g., audio with a transcript or video with captioning).



Added Context

Use descriptive titles, headers, and link text to provide added context.

Do not rely solely on references to shape, size, or position to describe content.



Tables

Format and use simple tables with column and row headers.

The “Basic Checklist: Online Content Accessibility” with more details is at webaccess.msu.edu/basiclist.





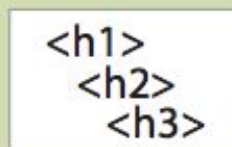
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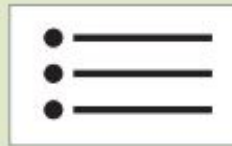
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MICHIGAN STATE UNIVERSITY

Web Accessibility — webaccess.msu.edu



Edit HTML File

Week 1 Introduction

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Introduction

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Foundations of Science: Applications of Organismal and Environmental Biology

Instructor: Sy Entist

Office: 500 North Kedzie

Phone: (555) 555-5555

E-mail address: syentist@msu.edu

Course Description:

The course focuses on the nature of science as a reliable method of acquiring knowledge about the natural world. Students will learn how to apply key scientific facts, concepts, laws and theories to distinguish science from non-science, bad science, and pseudoscience by analyzing a variety of claims and case studies. By employing an innovative, interdisciplinary approach to science education, this course is designed to increase science literacy and critical thinking skills for introductory-level students who are not science majors.

The rationale for this course is to enhance your scientific literacy by making science both interesting and relevant. This will be accomplished by helping you understand how science works and how you can apply science in your daily life, especially when evaluating extraordinary/unusual claims in which almost everyone is interested – including UFOs, ESP, and mysterious creatures like Big Foot.

Course Objectives:

The experiences in the course are designed ...

- 1) to enhance your understanding and appreciation of science as a proven and reliable method of comprehending the natural world.
- to distinguish scientific from non-scientific and pseudoscientific ways of thinking about the world.
- to help you think more critically and to know how to make informed decisions.

“After” Version

Search:
Webaccess & RCPD MSU

Thank you!