


Disability and Accessibility Policies

Layout Proofs, 6/27/25



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Disability and Accessibility Policies

Michigan State University

START

How to Navigate This Training

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Use the buttons at the bottom of each slide to move through the training. If you don't see the buttons right away, try scrolling down. This training also looks best in a full-screen window.

- **Next:** Moves you to the next slide. This button will become active after a short delay to give you time to read the content.
- **Back:** Returns you to the previous slide if you'd like to review something.
- **Wait:** Appears while the Next button is temporarily disabled. Once the timer finishes, the Next button will activate.

Please read through each slide carefully before continuing. You can move back at any time, but you must wait for the timer to finish before moving forward.

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Module 1

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Foundations of Accessibility

Defining Accessibility

The opportunity for people with disabilities to acquire information, engage in interactions, and enjoy services with the same ease and effectiveness as those without disabilities.

By the end of this module, you will be able to:

- Recognize MSU's obligations under federal/state disability laws.
- Recognize the purpose and scope of MSU's policies.

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Shared Values

4

MSU is committed to creating an inclusive and accessible environment for all students, staff, faculty, and visitors. This commitment includes:

Select each accordion to learn more.

- ▾ Universal Design
 - Designing buildings, courses, technology, and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
- > Accommodations
- > Technology and Materials
- > Effective Communications
- > Training and Awareness

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Shared Values

4.1

MSU is committed to creating an inclusive and accessible environment for all students, staff, faculty, and visitors. This commitment includes:

Select each accordion to learn more.

- > Universal Design
- ▾ Accommodations
 - Adjustments in the work or educational environment or in the way things are customarily done that enable an individual with a disability to enjoy equal employment opportunities, and equal access to educational programs, services, and activities.
- > Technology and Materials

Shared Values

4.2

MSU is committed to creating an inclusive and accessible environment for all students, staff, faculty, and visitors. This commitment includes:

Select each accordion to learn more.

- > Universal Design
- > Accommodations
- ▾ Technology and Materials
 - Ensuring digital tools, materials, and documents are accessible.
- > Effective Communications
- > Training and Awareness

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Shared Values

4.3

MSU is committed to creating an inclusive and accessible environment for all students, staff, faculty, and visitors. This commitment includes:

Select each accordion to learn more.

> Universal Design

> Accommodations

> Technology and Materials

▼ Effective Communications

Providing aids and services (e.g., qualified readers, large print materials, Braille, electronic formats compatible with screen readers, audio recordings, qualified sign language interpreters, tactile interpreters, captioning, etc.) when necessary to ensure that communications with individuals with disabilities are as effective as communication with those without disabilities.

> Training and Awareness

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Shared Values

4.4

MSU is committed to creating an inclusive and accessible environment for all students, staff, faculty, and visitors. This commitment includes:

Select each accordion to learn more.

> Universal Design

> Accommodations

> Technology and Materials

> Effective Communications

▼ Training and Awareness

Educating the community on accessibility and available resources.

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Key Laws

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Federal and state laws establish accessibility requirements for universities, ensuring equal access. These include:



- Americans with Disabilities Act
- Section 504 of the Rehabilitation Act
- Michigan's Persons with Disabilities Civil Rights Act

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Key Laws Explained

6

Select each accordion to learn more.

▼ Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a civil rights law prohibiting discrimination against individuals with disabilities. The ADA requires that a qualified individual with a disability be provided reasonable accommodations unless the accommodation would result in a fundamental alteration or undue burden.

> Section 504 of the Rehabilitation Act

> Michigan's Persons with Disabilities Civil Rights Act

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Key Laws Explained

6.1

Select each accordion to learn more.

> Americans with Disabilities Act

▼ Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act is a civil rights law that prohibits discrimination against qualified individuals with disabilities in any program, service or activity that receives federal funding. Section 504 requires that programs and activities are accessible to individuals with disabilities, including making reasonable accommodations and modifications to policies, practices, and procedures.

> Michigan's Persons with Disabilities Civil Rights Act

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Key Laws Explained

6.2

Select each accordion to learn more.

> Americans with Disabilities Act

> Section 504 of the Rehabilitation Act

▼ Michigan's Persons with Disabilities Civil Rights Act

The Michigan's Persons with Disabilities Civil Rights Act is a state law that prohibits discrimination because of disability in employment, housing, real estate, public accommodations, public services, and educational facilities. This law requires accommodations for a person with a disability unless the accommodation would impose an undue hardship.

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MSU Policies

MSU policies help to ensure compliance with applicable laws and reflect MSU's commitment to inclusion and equity. These include:



- MSU Anti-Discrimination Policy
- Disability and Reasonable Accommodation Policy
- Digital Accessibility Policy

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MSU Anti-Discrimination Policy

MSU's Anti-Discrimination Policy prohibits discrimination and harassment on the basis of age, color, gender (including gender identity and gender expression), genetic information, disability status, ethnicity, height, marital status, national origin, political persuasion, race, religion, sex (including pregnancy, sexual orientation), military or veteran status, or weight. The Anti-Discrimination Policy User's Manual, University ordinances, and written policies provide guidance on the conduct prohibited by the Policy.



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Disability and Reasonable Accommodation Policy

The Disability and Reasonable Accommodation Policy (DRAP) sets forth the university's obligations and the rights and responsibilities of students, faculty, and staff, to an equal opportunity to participate in employment and the university's programs, services, and activities. This policy describes the process for seeking and implementing reasonable accommodations for qualified students, faculty, and staff with disabilities.



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Digital Accessibility Policy

MSU's Digital Accessibility Policy establishes minimum, baseline standards for the accessibility of information and communication technologies such as websites, course materials, documents, social media, videos, and other digital materials. The goal of this policy is to achieve digital accessibility proactively by requiring that all digital platforms and content conform to an industry standard for accessibility called the Web Content Accessibility Guidelines (WCAG).



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Knowledge Check



1. Select the best answer for each question.
2. After answering a quiz question, click the close (x) button to continue.

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Question 1: Which of the following best describes MSU's commitment to accessibility?

- Ensuring only employees with disabilities receive accommodations.
- Providing equitable access across all programs, services, activities, including physical and digital spaces, for individuals with disabilities.
- Applying accessibility standards only to online courses.
- Updating policies only when federal laws change.

SUBMIT

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Question 2: Which of the following is NOT a federal or state law that helps ensure equal access to MSU's programs, services, and activities for people with disabilities?

- Cybersecurity Information Sharing Act
- Americans with Disabilities Act
- Michigan's Persons with Disabilities Civil Rights Act
- Section 504 of the Rehabilitation Act

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Question 3: Which MSU policy sets forth the rights of students and employees to seek and receive reasonable accommodations, and the responsibilities of faculty, instructors, and supervisors to implement issued accommodations?

- Disability and Reasonable Accommodation Policy
- Digital Accessibility Policy
- Anti-Discrimination Policy
- Information Technology (IT) Access Policy

SUBMIT

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Question 4: True or False: Accessibility at MSU only applies to digital content, not physical spaces.

- True
- False

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Question 5: According to the Digital Accessibility Policy, what industry standard for accessibility must MSU's digital content comply with?

- Web Content Accessibility Guidelines (WCAG)
- Anti-Discrimination Policy
- Federal Educational Accessibility Standards (FEAS)

SUBMIT

Module 2

Accommodations

17

This module outlines your role and responsibilities as it relates to requesting employee accommodations and implementing disability accommodations for students and employees. For this training, "faculty" refers to any educator position including assistant, associate, academic specialists, adjunct professors, instructors, or teaching assistants.

BACK WAIT

Module 2 Goals

Select each accordion to learn more.

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- ▼ Faculty
 - By the end of this module, you will be able to:
 - Refer students needing an accommodation to the Resource Center for Persons with Disabilities and implement a student's accommodations as set forth in an Accommodation Letter.
- > Employees
- > Supervisors

BACK WAIT

Module 2 Goals

Select each accordion to learn more.

18.1

- > Faculty
- ▼ Employees
 - By the end of this module, you will be able to:
 - Understand the process for requesting accommodations and your rights and responsibilities in that process.
- > Supervisors

BACK NEXT

Module 2 Goals

Select each accordion to learn more.

18.2

- > Faculty
- > Employees
- ▼ Supervisors
 - By the end of this module, you will:
 - Understand the process for participating in the interactive process and your responsibilities to implement employee accommodations.

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Navigating Accommodations in Courses

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The university is required to provide reasonable accommodations to afford a qualified student with a disability an equal opportunity to participate in the university's educational programs and services, unless the accommodation would result in a fundamental alteration or impose an undue administrative or financial burden.



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The Role of the Resource Center for Persons with Disabilities in Student Accommodations

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At MSU, the Resource Center for Persons with Disabilities (RCPD) is responsible for:

Select each node to learn more.

Determining whether a student has a disability, determining reasonable accommodations to ensure the student has equal access to the educational program.

Issuing an Accommodation Letter (a document containing the student's accommodations for their courses).

Clarifying and responding to questions from faculty regarding the scope of a particular accommodation, or how to implement the accommodation.

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The Role of Faculty: Part 1

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Faculty play an important role in ensuring that students know about their right to seek accommodations, and in implementing accommodations from the student's Accommodation Letter. When navigating student accommodations, faculty should:

Select each node to learn more.

Refer students to RCPD as necessary upon notification a student may need accommodations to ensure equal access to the course.

Include information in the course syllabus directing students to RCPD if they need accommodations for a disability.

Ensure that course instruction, documents, and materials are as accessible as possible with or without reasonable accommodation.

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The Role of Faculty: Part 2

22

Faculty play an important role in ensuring that students know about their right to seek accommodations, and in implementing accommodations from the student's Accommodation Letter. When navigating student accommodations, faculty should:

Select each node to learn more.

Provide information to RCPD including the course syllabus, learning objectives, etc., as requested.

If necessary, engage with the student's RCPD Access Specialist to discuss the course and feasibility or burden of requested accommodations.

Maintain the confidentiality of a student's disability and accommodations, except as necessary to implement the accommodations.

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The Role of Faculty: Part 3

23

Faculty play an important role in ensuring that students know about their right to seek accommodations, and in implementing accommodations from the student's Accommodation Letter. When navigating student accommodations, faculty should:

Select each node to learn more.

Implement accommodations in the Accommodation Letter until a new or revised Accommodation Letter is issued.

Promptly contact the student's RCPD Access Specialist if a requested accommodation fundamentally alters a course or program.

Promptly contact the student's RCPD Access Specialist with any questions about implementation of the accommodation or the student's use of accommodations.

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RCPD Resources

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To learn more about student accommodations and accessible classroom practices, please reference RCPD's website or the RCPD Disability and Accommodation Training in D2L.

Seeking and Implementing Employee Accommodations

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The University is required to provide reasonable accommodations to qualified employees and applicants for employment with disabilities, unless to do so would cause undue hardship.



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The Role of the Resource Center for Persons with Disabilities (RCPD) and Employee & Labor Relations in Employee Accommodations

26

As with student accommodations, the Resource Center for Persons with Disabilities is responsible for determining whether an employee has a disability:

Select each node to learn more.

RCPD determines that the employee has a disability.

The Accommodation Specialist in Employee & Labor Relations conducts a needs assessment with the employee to identify the employee's essential job duties, functional limitations, and requested accommodations.

The Accommodation Specialist then meets with the employee's supervisor and others as deemed necessary to discuss the employee's essential job duties and requested accommodations.

The Role and Responsibility of Employees Requesting Accommodations: Part 1

27

Employees needing accommodations to perform essential job duties should do the following:

Select each node to learn more.

Self-identify and register health conditions with RCPD.

Provide reasonable medical documentation to RCPD to substantiate the disability and the need for accommodations when the disability and/or the need for accommodation is not obvious.

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NEXT

The Role and Responsibility of Employees Requesting Accommodations: Part 2

28

Employees needing accommodations to perform essential job duties should do the following:

Select each node to learn more.

Participate in a needs assessment with the Accommodation Specialist in ELR to discuss reasonable accommodations.

Promptly contact the Accommodation Specialist in ELR if the granted accommodations are not implemented, not implemented as written, or not meeting needs.

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The Role and Responsibility of Supervisors: Part 1

29

Supervisors presented with an employee needing accommodations should do the following:

Select each node to learn more.

Refer the employee to RCPD as necessary.

Engage with the Accommodation Specialist in ELR to discuss the employee's job duties and feasibility or burden of requested accommodations.

Maintain the confidentiality of an employee's disability and accommodations, except as necessary to implement the accommodations.

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The Role and Responsibility of Supervisors: Part 2

30

Supervisors presented with an employee needing accommodations should do the following:

Select each node to learn more.

Maintain employee accommodations in a confidential place separate from the employee's personnel file.

Implement accommodations as issued until new or revised accommodations are issued.

Promptly contact the Accommodation Specialist identified on the employee's accommodation letter with any questions about implementation of accommodations, questions about the employee's use of a specific accommodation, or concerns that a specific accommodation is an undue hardship.

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Appealing an Accommodation Determination

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Students, faculty, colleges, departments, programs, and units may pursue dispute resolution regarding an accommodation determination by RCPD and/or file an appeal of the accommodation determination with the ADA Coordinator. Appeals to the ADA Coordinator must be filed within 30 calendar days of the accommodation determination, unless extended for good cause.

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Knowledge Check

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1. Select the best answer for each question.
2. After answering a quiz question, click the close (x) button to continue.

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Question 1: With whom should an employee/student needing accommodation self-identify and register their health condition?

- Resource Center for Persons with Disabilities (RCPD)
- IT- Educational Technology
- Office of the Registrar
- Federal Department of Education

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Question 2: A student presented an Accommodation Letter for use your class. In your opinion, the accommodation fundamentally alters core learning requirements of the course. How do you address your concerns?

- Pursue dispute resolution with RCPD.
- File an appeal with the ADA Coordinator.
- Contact the RCPD Access Specialist on the Accommodation Letter to discuss my concerns.
- All of the above.

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Question 3: A student presented an Accommodation Letter allowing periodic unavoidable absences from class. When you received the Accommodation Letter, you spoke with the Access Specialist in RCPD who provided guidance regarding the frequency and types of absences the accommodation addressed. The student's absences have exceeded the frequency guidance from RCPD and in your opinion are excessive. Do you have to continue to provide the accommodation?

- a) Yes, at least until after you speak to the RCPD Access Specialist and a new Accommodation Letter is issued.
- b) Yes, at least until after you appeal the decision to the ADA Coordinator or pursue dispute resolution with RCPD and a new Accommodation Letter is issued
- c) No, you have discretion to decide whether to implement the accommodations in the Accommodation Letter.
- d) Both A and B

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Module 3

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Digital Accessibility

Defining Digital Accessibility

Digital accessibility helps make digital content like websites, apps, course materials, and documents more usable for people with disabilities. Simple design choices like captions, clear text, and mindful use of color and movement can help create more inclusive digital spaces.

By the end of this module, you will be able to:

- Become familiar with digital accessibility principles.

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Examples of Digital Content

37

Select each accordion to learn more.

- Text-Based
 - Documents, PDFs, emails, reports, and e-books.
- Visual and Data
- Multimedia
- Interactive
- Web and Courses

BACK WAIT NEXT

Examples of Digital Content

37.1

Select each accordion to learn more.

- Text-Based
- Visual and Data
 - Infographics, images, tables, slide decks, and digital signs.
- Multimedia
- Interactive
- Web and Courses

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Examples of Digital Content

37.2

Select each accordion to learn more.

- Text-Based
- Visual and Data
- Multimedia
 - Videos, podcasts, digital assessments, and social media posts.
- Interactive
- Web and Courses

BACK WAIT NEXT

Examples of Digital Content

37.3

Select each accordion to learn more.

- Text-Based
- Visual and Data
- Multimedia
- Interactive
 - Forms, surveys, discussion boards, mobile apps, and kiosks.
- Web and Courses

BACK WAIT NEXT

Examples of Digital Content

37.4

Select each accordion to learn more.

- Text-Based
- Visual and Data
- Multimedia
- Interactive
- Web and Courses
 - Websites, course content in systems such as D2L, and virtual labs.

BACK WAIT NEXT

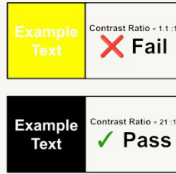
Digital Accessibility Checklist: Part 1

38

The following accessibility principles apply broadly to many types of digital content. Scroll to view each item.

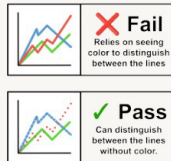
Contrast

Check that text, visual elements, and interactive elements have strong contrast against the page background. For example, black text on a white background typically provides good readability because it has high contrast.



Color

Check that information conveyed using color is paired with text or another type of visual indicator. This approach aims to ensure that sighted individuals who cannot distinguish between some colors can still understand the content. For example, charts and graphs could include patterns in addition to color.



example, charts and graphs could include patterns in addition to color.

38.1

Alternative Text

Provide descriptive alternative text (alt text) for all images, graphs, and charts that provide meaningful information. Descriptive alt text explains the image to provide a similar experience to that of a sighted individual.



Use of Text

Use text instead of images of text. Text is adjustable, searchable, selectable, translatable, and recognized by assistive technologies.

Searchable Text

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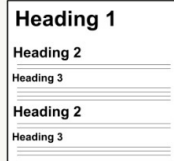
Digital Accessibility Checklist: Part 2

39

The following accessibility principles apply broadly to many types of digital content. Scroll to view each item.

Heading Styles

Use predefined heading styles in text editors and website systems to provide clear structure to a document or web page. If desired, headings can be set to a preferred font, size, and style.



List Styles

Use bulleted or numbered list styles to denote list structure. This ensures consistent formatting and helps screen readers understand the content structure and organization.



structure and organization.

39.1

Links

Use descriptive link text that allows the purpose of the link to be understood from the text alone. For example, link text like "click here" does not provide context to understand where the link is going.



Tables

Format and use simple tables with column and row headers. Split nested tables up into simple tables, and avoid split or merged cells. Do not use tables to control layout.

Table Header	Table Header	Table Header	Table Header

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Digital Accessibility Checklist: Part 3

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The following accessibility principles apply broadly to many types of digital content. Scroll to view each item.

Multimedia

Supply multiple avenues for multimedia content as a method of delivering the same information to all individuals. Audio content should have a full transcript. Video content should have accurate captions, a full transcript, and may require an audio description track that describes the visual information in the video.

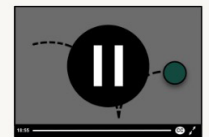


steps to restore document structure.

40.1

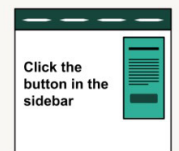
Movement, Animations, and Flashing

Provide a way to pause any moving, blinking, or scrolling content that starts automatically. Check that content does not contain anything that flashes.



Shape, Size, and Position

Provide clear labels or instructions that do not rely on references to shape, size, position, or other visual cues. For example, avoid saying something like "click the green button on the right". Rather, refer to the heading or label associated with a control or a section of content.



Fail

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NEXT

Native File Formats

Provide documents in their native file format—the default file type a program creates—instead of converting documents to PDF. Converting a native document (Word, PowerPoint, etc.) to PDF removes accessibility features, requiring additional steps to restore document structure.



Tips and Tricks

41

Select each accordion to learn more.

Remove Outdated Material

While deleting useful materials doesn't improve digital accessibility, removing outdated files from websites and courses can be helpful once they're no longer in use.

Source Digital Resources

Avoid Relying on Visuals Alone

Improve Captioning Accuracy

Review Software Accessibility Resources

Use Accessibility Checkers

BACK

WAIT

NEXT

Tips and Tricks

41.1

Select each accordion to learn more.

Remove Outdated Material

Source Digital Resources

Avoid the need to remediate inaccessible PDFs by replacing scanned books and journals with links to digital library resources. Visit the MSU Libraries website to create stable links to digital materials or work with your subject librarian to identify accessible digital resources.

Avoid Relying on Visuals Alone

Improve Captioning Accuracy

Review Software Accessibility Resources

Use Accessibility Checkers

Tips and Tricks

41.2

Select each accordion to learn more.

Remove Outdated Material

Source Digital Resources

Avoid Relying on Visuals Alone

When creating a video, ensure all visual information is conveyed through the audio track rather than relying solely on visuals. This will reduce the need to create additional assistive audio description tracks.

Improve Captioning Accuracy

Review Software Accessibility Resources

Use Accessibility Checkers

BACK

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NEXT

Tips and Tricks

41.3

Select each accordion to learn more.

Remove Outdated Material

Source Digital Resources

Avoid Relying on Visuals Alone

Improve Captioning Accuracy

Videos saved to MediaSpace and YouTube are automatically captioned using machine-generated text. To improve accuracy and reduce the time needed for correcting errors, use a high quality microphone, speak slowly and clearly, and minimize background noise.

Review Software Accessibility Resources

Use Accessibility Checkers

Tips and Tricks

41.4

Select each accordion to learn more.

Remove Outdated Material

Source Digital Resources

Avoid Relying on Visuals Alone

Improve Captioning Accuracy

Review Software Accessibility Resources

Before using a software platform, review a tutorial on creating accessible content for that specific tool. Designing materials with accessibility in mind will reduce the need for fixes later on.

Use Accessibility Checkers

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Tips and Tricks

41.5

Select each accordion to learn more.

Remove Outdated Material

Source Digital Resources

Avoid Relying on Visuals Alone

Improve Captioning Accuracy

Review Software Accessibility Resources

Use Accessibility Checkers

Utilize the digital accessibility checkers in Word, PowerPoint, Acrobat, and Spartan Ally in D2L to help identify any additional accessibility issues.

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Disclosures and Reporting Inaccessible Content

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Digital accessibility matters. When a member of a university audience shares an accessibility concern, listen attentively and respond with action. Fix it if you can, or promptly escalate it to your unit's Digital Accessibility Liaison. A quick response makes all the difference in fostering an inclusive experience for everyone.

Anyone can report inaccessible digital content using the form available via the Accessibility link at the bottom of every MSU website or at go.msu.edu/digitalaccessibility.

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For More Information

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To learn more about digital accessibility at MSU, please visit the Digital Accessibility website at webaccess.msu.edu. This site contains the Basic Accessibility Checklist, tutorials, training resources, and a list of the Digital Accessibility Liaisons in each unit.

You can also request a consultation at go.msu.edu/digitalaccessibility.

Knowledge Check

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1. Select the best answer for each question.
2. After answering a quiz question, click the close (x) button to continue.

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Question 1: Why is it generally better to use actual text rather than an image of text in digital communications like emails or web pages?

- Images of text are always larger file sizes.
- Actual text ensures the visual styling is consistent.
- Actual text is adjustable, searchable, and recognizable by assistive technologies.
- Images of text are better for search engines.

SUBMIT

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Question 2: The digital accessibility checklist advises using descriptive link text. Which of the following link texts best follows this guideline?

- Click Here
- Learn More
- Link
- Download the Course Syllabus

SUBMIT

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Question 3: Why should documents be provided in their native file format (e.g., Word, PowerPoint) instead of converting them to PDF before sharing?

- Converting to PDF can remove accessibility features.
- PDF files cannot be opened on all devices.
- Native files are less likely to contain viruses.
- Native files always have smaller file sizes than PDFs.

SUBMIT

Training Conclusion

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Thank you for your participation in Accessibility Basics!



For a directory of the resources mentioned in this training, please visit: webaccess.msu.edu/directory.

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CLOSE