

Crip Futures: Tools & Resources for Reimagining Time-Based Access

A Quick-Reference Handout for Disability Resource Professionals

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Crip Time isn't about lowering expectations, it's about acknowledging that disabled students may experience time differently due to health-related challenges, social barriers, and the structural pace of academia.

Tools to Reimagine Time-Based Access

- Use individualized analysis to assess disability-related time barriers.
- Focus on functional impact, not diagnostic label.
- Normalize modified attendance and deadline flexibility as equity-based, not exceptional.
- Collaborate with faculty to evaluate whether time-based requirements are essential to course outcomes.
- Incorporate Crip Time-informed language into accommodation letters and faculty guidance.
- Advocate for program-level flexibility (e.g., reduced course load, non-sequenced course pathways).

Sample Crip Time-Informed Practices

- Rolling deadlines (submission windows)
- Token-based extensions (e.g., 2 extensions per term)
- Alternate pacing (e.g., flexible participation in discussion boards, open lab hours)
- Modular content (asynchronous lectures, recorded material)
- Multiple modes of assessment (presentations, multimedia projects, self-paced labs)

Key Legal Frameworks & OCR Guidance

- Section 504 (34 C.F.R. § 104.44): Requires modifications to academic requirements to prevent discrimination.
- Title II of ADA (28 C.F.R. § 35.130): Mandates reasonable modifications unless fundamentally altering the program.
- OCR expectations: use interactive process, conduct individualized assessments, avoid re-justification of approved accommodations, and ensure denials are well-documented and justified.

OCR Case Examples

- [Simmons College](#) (01-16-2113): Blanket denials of deadline extensions violate federal law.
- [University of Missouri-St. Louis](#) (07-15-2042): Requires individual consideration of assignment flexibility.
- [Irvine Valley College](#) (09-17-2090): Denial of interactive process and use of blanket policies.
- [Rio Salado College](#) (08-16-2082): Discouraging course enrollment based on disability is discriminatory.
- [Eastern Michigan University](#) (15-21-2097): Denials must be based on structured, documented evaluations.

Suggested Reading

Price, M. (2024). *Crip spacetime: Access, failure, and accountability in academic life* (p. 241). Duke University Press.

https://library.oapen.org/bitstream/handle/20.500.12657/90119/1/Price_9781478093992_txt.pdf

Samuels, E. (2017). Six ways of looking at crip time. *Disability Studies Quarterly*, 37(3). <https://dsq-sds.org/index.php/dsq/article/view/5824/4684>

Nachman, B. R., & Brown, K. R. (2024). Crip places: Dismantling disability discourse in the 2-year college literature. *Journal of Diversity in Higher Education*, 17(4), 634–647.
<https://doi.org/10.1037/dhe0000443>

Final Reflection

As a Disability Resource Professional, how can you reimagine and advocate for flexible approaches to time: not just as accommodations, but as tools to foster long-term belonging and equity for disabled students?