ACCESSIBILITY CHECKLIST FOR UNIVERSITY EVENTS

Event Planning Items to Consider:

- Remember that accommodations can cost money, and the organizer of the event is responsible for providing them. Incorporate this into your planning and remember to budget accordingly.
- Provide an appropriate space for attendees to request accommodations on any registration or application materials. Consider using a Meeting or Event Notice.
- Check with the presenter(s) to determine if they require accommodations.
- Be mindful that attendees may need added time to move between rooms or sessions when planning the logistics and timeframe of the event. Depending on the length of your event, you may also want to work in breaks for all attendees.
- Service animals may be in attendance with their handler.
- If there is registration table, it should be no higher than 36''.

SECTION ONE: INFORMATIONAL ENVIRONMENT	YES	NO	N/A
All advertising, invitations and brochures, have an access statement that includes multiple forms of contact, such as: *"If you are an individual with a disability and need accommodations, please contact (name, phone number, email)".* This should be the event coordinator. You may wish to use or adapt the Meeting or Event Notice.	☐	☐	☐
All publications state that they are available in alternate formats upon request by including a statement that provides multiple forms of contact information, such as: *"This publication is available in alternate formats upon request. Please contact (name, phone number, and email)".* This should be the event coordinator.	☐	☐	☐
Publications and materials are provided in alternate media when requested (for example, Braille, large print, audiotapes, etc.).	☐	☐	☐
Marketing materials posted online should use a sans serif font (e.g.: Arial, Calibri, Tahoma) that is no smaller than size 14.	☐	☐	☐
All videos/films are shown with closed or open captions.	☐	☐	☐
Assistive listening devices (ALD) are available.	☐	☐	☐
Information about the event is accessible to a broad range of participants, including website information (see Appendix-Campus Resources-Instructional Resource Center).	☐	☐	☐

SECTION TWO: ATTITUDINAL ENVIRONMENT   YES   NO   N/A

	YES	NO	N/A
An inclusive environment has been provided to assure the full participation and integration of individuals with disabilities.	☐	☐	☐
Always use person-first language when speaking to or referring to individuals with disabilities. Please refer to the Center for Students with Disabilities [Disabilities: Cultural Competence](#) page.	☐	☐	☐
Presenters, facilitators, speakers, etc., should always introduce themselves to attendees and face the audience when speaking.	☐	☐	☐
Use the same considerations in this checklist if you are planning post-event activities, off-site trips, overnight stays, or if you are moving around campus (such as residence halls, restaurants, recreation rooms, etc.).	☐	☐	☐

SECTION THREE: PHYSICAL ENVIRONMENTS   YES   NO   N/A

Event Location:

	YES	NO	N/A
Event must be scheduled in an accessible location, with directional signage to all event or meeting locations. Accessibility requirements must be checked for all areas, which may include elevators, entrances, parking, restrooms, and seating (see Appendix).	☐	☐	☐
Confirm that requested accommodations are provided (e.g. sign language interpreters, closed captioning, etc.).	☐	☐	☐
If seating is provided, seating placement should be considered (e.g., near the interpreter or in the front for those with sensory disabilities), and wheelchair and companion seating should be dispersed in multiple locations.	☐	☐	☐
If a stage or platform is used, be sure it is accessible and on an accessible route, and provide a temporary ramp or portable wheelchair lift if needed.	☐	☐	☐
Displays or exhibits are positioned to provide an accessible route to navigate the space. Alternate formats of display or exhibit information may be made available for attendees with sensory disabilities.	☐	☐	☐
Equipment is located in wheelchair accessible areas and most frequently used materials are placed on lower shelves.	☐	☐	☐
Check equipment before beginning event to make sure it's working. Have a 'Plan B' in case of technical difficulties.	☐	☐	☐

If a microphone or dais is provided for participation, be certain it is accessible and assistance is provided. ☐ ☐ ☐

Ensure there is adequate lighting for persons with low vision or if a sign language interpreter is used. ☐ ☐ ☐

Parking and Transportation:

If nearby parking is available, accessible spaces for parking are included and located on an accessible route. Provide multiple options for location. ☐ ☐ ☐

If transportation is provided, it is accessible to individuals with disabilities and there is an accessible route from the transportation stop to the building or entrance. ☐ ☐ ☐

For individuals who may require assistance to/from their parking space or transportation stop and the entrance, the Accessible Van Service has been contacted (see Appendix-Campus Resources). ☐ ☐ ☐

Food and Drink:

If food and/or drink are provided, be mindful of restricted diets and allergies. Provide attendees with the opportunity to request alternate options. Have ingredients and nutrition facts available to inform decisions. ☐ ☐ ☐

If food and/or drink are provided, ensure tables are less than 34" high and items are within reach. Self-service items must be reachable from a seated position with accessible operating mechanisms. ☐ ☐ ☐

Include additional space for individuals using wheelchairs if using banquet style seating. ☐ ☐ ☐

Review the Food Service Areas Checklist for additional considerations if your event or meeting uses, or is located in, a food service area. ☐ ☐ ☐

Emergency Planning:

Exits are clearly identified and accessible. ☐ ☐ ☐

Fire and emergency alarms have both audible and visual signals. ☐ ☐ ☐

Identify areas of refuge for individuals who may require rescue assistance. ☐ ☐ ☐

Always be thinking about the principles of Universal Design:

1. **Equitable Use:** The design is useful and marketable to people with diverse abilities (e.g., having web materials accessible by screen reader).
2. **Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities (e.g., offering training that is presented in an audio and visual format).
3. **Simple and Intuitive Use:** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level (e.g., guidebooks or instructions have words and pictures).
4. **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities (e.g., video being shown includes captions).
5. **Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions (e.g., if using computer software, allowing for an undo button).
6. **Low Physical Effort:** The design can be used efficiently and comfortably and with a minimum of fatigue (e.g., using a space with auto door openers).
7. **Size and Space for Approach and Use:** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility. (e.g., using a space that allows students to stand or sit).

-Adapted from North Carolina State University, Center for Universal Design, College of Design, 1997

For definitions of terms used throughout this Checklist and a list of campus resources, please review the Appendix. For questions or assistance, event planners are encouraged to contact the Center for Students with Disabilities (860-486-2020) or email us at csd@uconn.edu.

This Checklist can be found on the Center for Students with Disabilities website at http://www.csd.uconn.edu/campus_accessibility.html.