

# Course Accessibility Checklist\*

\*Refer to US Department of Justice Standards for Accessible Design for specifications

	YES	NO	N/A	Comments
<b>PHYSICAL ACCESS</b>				
1. Are there accessible parking spaces or curb side drop off areas to the location of your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there sidewalk access? Can a person get from their vehicle/drop off to the building and to your actual classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the entrance accessible? (power door, able to be opened with a closed fist)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. If the meeting on the first floor, is there clear and wide aisle space for a wheelchair to maneuver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. If the meeting is above the first floor, is the elevator(s) accessible (and functioning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. If available to all participants, is there an accessible restroom stall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is there seating up front for people who need interpreters or captioning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is there access for students to be able to come up to you to ask questions, turn in assignments etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Is there access for guest speakers with disability to be able to come and lecture/access the stage and microphone (if large class)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>CURRICULAR INCLUSION</b>				
10. Are agendas, course readings, course assignments/materials and evaluations in an accessible format? (i.e., accessible electronic files, able to make large print, with captions, if requested)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Is inclusive language used throughout the course objectives? (i.e., if referring to applications to populations of different race, gender, sexual orientation, include disability in this listing throughout)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Are there some course readings that address disability issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Does the disability-related content include both visible and non-visible disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Does the disability-related content use person-first language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Is the disability-related content inclusive of multiple disability groups? (i.e. cognitive, intellectual and other developmental disabilities, mobility, visual, hearing, and mental health disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Does your syllabus have a disability statement regarding accommodations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Does your learning management system have built-in accessibility features?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Are there other student/faculty/staff requested modifications needed for this course?

- Assistive Listening Device
- Sign Language Interpreter
- Documents in alternative formats (large print, electronic, Braille)
- Other (explain)

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