



A Checklist for Accessible and Inclusive Student Programming

The [principles of Universal Design](#)—creating programs and services that are usable by the greatest number of people— are intended to increase access and inclusion. The suggestions and questions below will provide a framework to assess how inclusive and accessible your office, event, or department is. It is important to recognize that disability is incredibly diverse, and as such not all needs can always be proactively planned for, but considering access from the start is vital to creating an inclusive and equitable experience for all.

Office Environment and Culture

Diversity awareness, inclusion, and etiquette

- Is your office staff trained in basic diversity awareness?
- Are you familiar with etiquette for interacting with students with disabilities? (For example, do you know the “dos and don’ts” of conversing with a deaf student using an interpreter?)
- Assume disabled people are in the room, even if they aren’t evident, and that they are stakeholders in your event
- Do you have [knowledge of inclusive language regarding disability](#)?
 - ✓ Utilize [person-first language, but validate students who choose identify-first language](#).
 - ✓ Avoid words that use disability as an insult, like "crazy" or "hysterical"
 - ✓ Avoid phrases such as "wheelchair-bound" or "suffers from"
- Do you involve a wide range of students in planning and evaluation of activities?
- Are there programs designed to develop diversity awareness within the student community?
 - ✓ Disability simulations (e.g., having someone who does not normally use a wheelchair ride in one and try to navigate around a space, or having a sighted person wear a blindfold in order to experience being blind) are **not appropriate**. The [University of Arkansas Disability Resource Center describes](#) how simulations often have the effect of making disability into something solely negative.

Physical office space is welcoming and accessible

- Can a wheelchair get through your office door easily? Are aisles clear?
- Is there clutter that would pose mobility problems or cause distraction?
- How is the lighting? Too dark? Too much glare? Do you have strong florescent lights only?
- Does your office maintain an environment free from strong chemical scents?
- Is there nearby accessible parking? Are pathways to your building accessible?
- Is there clear signage providing direction to your office?
- How accessible are nearby bathrooms?

Privacy for disability related and other confidential conversations

- Do you have an office or other space with a door to provide privacy as needed if students need to disclose something of a sensitive or private nature?
- Are your confidential forms and student files kept secure?
- Has your office discussed confidentiality protocol?
- Does staff know how to direct students to offices that can specifically support any disability related concerns?
 - ✓ This includes [complaint and grievance processes](#), referrals for [academic accommodations](#), campus mental health support or available confidential services.



Digital Accessibility

Publicity, Social Media, and Information provided in a variety of formats

- What formats does your office use to disseminate important information to students? Do you use a variety of means such as audio, printed text, electronic, and/or video?
- Are your videos closed or opened captioned?
- Do your event flyers include an access statement?
 - ✓ Example: *"If you need a disability-related accommodation or wheelchair access information, please contact _____, at _____ or email; _____. Requests should be made _____ (at least one week in advance of the event). To increase access for everyone, please refrain from wearing heavy scents, such as perfume. For more information about [scent free inclusion check here.](#)"*
 - ✓ Check out CUSU's Disabled Students Campaign for an interactive and detailed [accessibility statement generator](#).
- Social networking sites, like Facebook and Instagram provide a powerful means for reaching out to individuals and organizations about your event or department. When posting an image to social media, it is important to make sure that you provide a brief description of the image (as necessary for conveying the meaning of the content of the image), and provide written representation of any text shown in the image within the post.
 - ✓ The [accessibility of social media varies greatly](#) from platform to platform, and is ever-changing. Find out best-practices for accessibility on the platforms your department utilizes.
- While including images (JPGs, etc.) inline in emails can make them look nice, images are not accessible to screen-reading software. If you include a JPG or similar image in your email, make sure to include all of the text from the image in the body of the email. This also applies if you send an email that has, for instance, a PDF flyer as an attachment (even if the flyer itself is screen-reader accessible).

Accessible and easy to navigate website

- Is the website accessible to those with disabilities, including blind students who use adaptive software (i.e. screen readers) to read your site?
 - ✓ Find more information about [screen reader accessibility here](#).
 - ✓ Use descriptive link text ("find pictures of cute animals here" rather than "here"), as screenreader users may jump through links and need to know where they lead.
 - ✓ Include a website accessibility statement, like this one from Rooted in Rights'
- Is it easy to find important information and forms on your website?
 - ✓ Are the forms accessible? i.e. pdf's and word documents that can be accessed with assistive technology. Scanned pdf's are merely images and are unreadable.
 - ✓ Is the navigation between pages and information easy to understand and logical?
- Is the website clear and concise or is it too "busy"?
 - ✓ Be mindful of colors and contrast, use high contrast and consider using a tool to allow users to switch from dark-on-light.
 - ✓ Do not use flashing animations as they can be dangerous for individuals with neurological sensitives.
- Do you know what alt text is? Do you have [alt text](#) for all images? Additionally, make sure images are not used to present text information.
- Do all of your videos or audio content have captions or transcriptions available?

Need more information? Try exploring [WebAim](#) and [Section 508](#).



Event Planning

Inclusive and varied programming options/formats:

- Select an accessible location and vet your facilities.
 - ✓ In buildings, look for: Ramps; accessible all gender restrooms; doorways of sufficient width for wheelchairs to enter; ample seating; reconfigurable spaces; bright, even light.
 - ✓ Ensure accessible transportation and routes to and from all events, or how you will provide it.
- Be clear about the physical accessibility of the event location, accessible entrances, bathrooms, and etc., in any materials you provide to attendees during the event or in advance of it. This allows individuals to make an informed decision regarding their participation.
 - ✓ Check out CUSU's Disabled Students Campaign for an interactive and detailed [accessibility statement generator](#) to develop your accessibility statement for marketing.
- Consider how individuals may way-find through the event so as to make sure that pathways are accessible for all. Designate seating or space in the front of the room and near the exits, marking space off so non-disabled attendees understand that the space should be available for those who need it.
- Develop varied programming: Shorter activities, longer events; Smaller vs. larger programs; One time vs. ongoing.
 - ✓ Consider independent activities or distance participation within events (e.g. for those with social anxiety) and create opportunities for varied audio, visual, kinetic, etc. experiences to play to individual preferences.
- Acquire accessible products for events and programs (i.e. captioned movies, ADA compatible software)
- Ensure that anyone who is speaking, including audience members, use microphones. If it is not possible to ferry a microphone across the audience, make sure the main speaker repeats the question for all to hear.
 - ✓ Consider audio assistance, like hearing loops, for people who have hearing loss and rely on assistive technologies such as hearing aids
 - ✓ Check out this article to understand [why microphones are always necessary](#).
- Depending on the size of your event, include a disability orientation for all volunteers and staff
- Develop a scent policy — going scent-free will enhance accessibility for a variety of individuals.
 - ✓ Check out this great [Fragrance-Free Tool-kit](#) from UCLA Center for the Study of Women!
- Make sure that all events have an evacuation plan for persons with disabilities; are exits clearly identified? Do fire and emergency alarms have both audible and visual signals?
- Are you prepared to handle any new disability accommodation requests? What are your offices' procedures when a student requests an accommodation?
 - ✓ Units and departments are typically responsible for making themselves accessible. [Diversity and Access Office](#) is available to provide disability-related access information, and can assist in providing non-academic accommodations to make university-sponsored events accessible.
 - ✓ The [Office of Accessible Education](#) is funded to provide only academic and housing accommodations, however, we are always happy to provide referrals or suggestions to improve the accessibility of your programming.

Need help? This ADA checklist can be a great resource, as can this [guide on designing ADA compliant events](#); the Autistic Self Advocacy Network is a [good place to start with more inclusive access policies](#).