Audit Target:  
Audit Date:  
Auditor:  

Classroom Environment AUDIT-1.6  
Accessibility and Universal Design Information Tool  
Part 1: Accessibility  

Part 1 contains questions that are most critical in evaluating the accessibility of a classroom. At minimum these questions should be completed in order to identify any serious problems that limit accessibility for persons with a disability.

Answer the following questions by marking an X in the appropriate box.

Scale:  
**Y** = The feature is present and effective in the item being audited.  
**Partial (P)** = The feature is present in some, but not all cases, or is only partially effective in meeting the accessibility goal.  
**N** = The feature is not present, or cannot be easily discovered in the item being audited. If you are not sure if the feature is present, mark "No."  
**NA** = The feature is neither present nor required for accessibility in the item being audited.

<table>
<thead>
<tr>
<th>Section 1 - Entrance &amp; Location</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The classroom has at least one entrance that is reachable via an accessible path. (See Accessible Path AUDIT or ADA-ABA Guidelines)</td>
<td><strong>Y</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The doorway connecting the room to the accessible path is accessible. (See Doorway AUDIT or ADA-ABA Guidelines.)</td>
<td><strong>Y</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2 - Classroom Interior</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The classroom has the &quot;Maximum Class Size for Accessibility&quot; listed and available to faculty and students. (e.g. The maximum size of class that allows wheelchairs to maneuver with students and their belongings in place. Some professional organizations calculate that the &quot;accessible seating capacity&quot; is 60% of the standard seating capacity.)</td>
<td><strong>Y</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The classroom has headroom of at least 80 inches throughout. If any barrier is present between 80 inches and 29 inches above the floor, it is indicated by a cane detectable barrier. (e.g. low televisions suspended from the ceiling)</td>
<td><strong>Y</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The classroom has at least 2 accessible seats, with at least 4% of seating being accessible for classrooms with more than 50 students. (This number is always rounded up. A classroom of 51 to 75 students requires 3 accessible seats, from 76 to 100 requires 4 accessible seats.)

An accessible path connects the accessible door to all areas of the classroom, including the teaching area e.g., accessible seats, podium, AV controls, and equipment service area.

Accessible paths within the classroom are wide enough to allow 32 inches of clearance while students are seated at the adjacent seats.

Wall-mounted black/white boards have a lower edge no more than 30 inches from the floor.

### Section 2 - Classroom Interior (Continued)

- Seat spacing allows storage of backpacks, coats, and other personal possessions without blocking accessible paths.
- Accessible seating is interspersed with the standard seating, including the front, middle, and back of the classroom. (This accommodates individual learning styles and preferences as well as mobility limitations.)
- The required evacuation route signage is accessible to students/faculty with low vision and blindness. (e.g. Tactile maps are provided in each room)
- The classroom provides a tactile map of fixed features within the room at each accessible doorway.

### Section 3 - Signage

- Room signage complies with the signage AUDIT or ADA-ABA guidelines.

### Section 4 - Sound

1. When the empty classroom doors and windows are closed, the sound level does not exceed the noise level of a quiet home (50 decibels) at any seat within the room.
2. The sound level from the presenter, in an empty room, can be clearly heard above the background noise level at each seat in the classroom. (Note: unless the room has a specific sound source this can be measured at the back of the room.) (The ADA-ABA guidelines suggest that the sound of the presenter be 15 db above the background level.)
3. The combined sound levels of the presentation and sound levels does not exceed that of a person speaking in a loud voice at any seat in the room. (The ADA standards suggest that the sound level in a room in use not exceed 70 db.)
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Loud periodic sound from the environment does not produce a sound level greater than that of an average home (60 decibels) within the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If the classroom has a seating capacity &gt; 20, an assisted listening system is available, set up, and operational within 10 minutes of class beginning. (This accommodates soft-spoken presenters and students with hearing impairment.)</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>When a classroom includes a sound system, assisted listening systems are also provided, either in the form of headphone jacks for student supplied headphones or via short range, wireless magnetic loop systems.</td>
<td></td>
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<tr>
<td>7</td>
<td>Room reverberation (the time between the end of a sound and the time its echoes are inaudible) is no more than one half second. (This can be measured using the pulse sound sample provided with the audit.)</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Sound of typical use from adjacent rooms are inaudible or barely audible within the classroom when the doors are closed. (The sound level should be reduced by at least 10 db in passing through the walls of the room.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 5 - Lighting</td>
<td>Y</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>When room lights are on, the room has the illumination level of a typical retail store (at least 50 foot candles).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>When projected media are used, the area around the projection screen can be dimmed (through lights, blinds, etc.) to a level of no more than 20% of the screen brightness.</td>
<td></td>
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<tr>
<td>3</td>
<td>When projected media are used, the area for the speaker and sign-language interpreter remain illuminated at a level of not less than the typical lighting level for bedrooms (8 foot-candles).</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>When projected media are used, the seating area can be dimmed to a level of 30 lux (typical parking garage lighting level).</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Windows either use translucent materials (to transmit light but not images) or are provided with sight-obscuring coverings (blinds).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section 6 - Floor</td>
<td>Y</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>The floor covering provides a surface that is firm, stable, and slip resistant, especially when wet.</td>
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<tr>
<td>2</td>
<td>The floor material does not produce glare under illumination from built-in lighting.</td>
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<tr>
<td>3</td>
<td>The room floor is free from abrupt level changes (steps greater than 1/2 inch or ramps with slopes greater than 1:12), including at doorway thresholds.</td>
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</table>
### Section 7 - Climate

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom temperature is maintained between 68 and 72 degrees, regardless of outside temperature.</td>
<td>Y</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>Temperature within the classroom does not vary more than 3 degrees in a 30 minute period.</td>
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</table>

### Section 8 - Audio Visual Equipment

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</thead>
<tbody>
<tr>
<td>1</td>
<td>In rooms with fixed projectors, room signage includes posted minimum font size for accessible projected media. (This minimum size will produce projected media that is equivalent, from the most distant seat, to 16-point font viewed at 20 inches.)</td>
<td>Y</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>AV system volume can be adjusted to provide sound levels from the level of a conversation (60 db) to curbside at a busy street (80 db) at the most distant fixed seat without causing feedback or audible distortion</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>The projection screen is at least 1 foot tall for each 6 feet from the most distant student seat when text will be projected, 1 foot for each 4 feet when images will be projected.</td>
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<tr>
<td>4</td>
<td>The viewing angle between any seat in the usual classroom layout and the screen is no more than 30 degrees.</td>
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<tr>
<td>5</td>
<td>The sound generated by operating AV equipment (fan and electronic noise) is no greater than 60 db (the level of a normal conversation) at the nearest seat to the equipment.</td>
<td></td>
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<tr>
<td>6</td>
<td>There is a clear line-of-sight from each fixed seat to the white/black board and projection screen.</td>
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</table>

### Section 9 - Accessible Seats and Desks

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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Seat height is between 17 and 19 inches from the floor.</td>
<td>Y</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>2</td>
<td>Maximum distance between the seat back and writing surface is no less than 18 inches.</td>
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<tr>
<td>3</td>
<td>Writing surface is large enough to support note-taking pads and reference materials.</td>
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</tbody>
</table>
4 Writing surface design allows equivalent support for left as well as right handed students.
5 Writing surface provides at least 29 inches knee clearance, and at list 19 inches unobstructed depth.
6 Seats provide supported width of at least 22 inches.
7 Seats provide supported seat depth of at least 18 inches.

**Section 10 - Podiums/Lecturns**

<table>
<thead>
<tr>
<th></th>
<th>Podiums and room lecturns are either height adjustable to accommodate standing or seated lecturers, or are provided at two levels.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When podiums are provided at two levels, all AV and environmental controls are duplicated on each level, or are transferable between them.</td>
</tr>
<tr>
<td></td>
<td>When a podium is to be used by a seated lecturer, it provides adequate knee space. (e.g. ADA standards specify 20 inches wide, 29 inches high, 19 inches deep)</td>
</tr>
</tbody>
</table>

**Summary Score:**

- **Demonstrated Accessibility: 0.0%**

**INTERPRETATION:** A one hundred percent score suggests full, basic access to people with disabilities. Any "no" or "partial" scores indicate that some people with disabilities will not be able to use the AUDIT target. They flag major problems.

Anson, D. & Smith. R. O.  
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www.r2d2.uwm.edu/access-ed  
Contact: access-ed@uwm.edu

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## Classroom Environment AUDIT-1.6

**Accessibility and Universal Design Information Tool**

**Part 2: Usability**

The features identified in Part 2 are those that enhance the usability of the item being audited. These features allow the item to be adapted to the preferences of the user. While the lack of such features may not make the item impossible to use, it may make it difficult to a point that a person with a disability will prefer not to use item being evaluated.

Answer the following questions by marking an X in the appropriate box.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Partial</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Section 1 - Entrance & Location

1. An accessible doorway is provided away from the front of the classroom. (This allows for late arrival or early departure without disrupting the class.)

### Section 2 - Classroom Interior

1. The classroom walls, ceiling, and floor are finished with materials that minimize room echoes.

2. The classroom contains a telephone with instructions for contacting campus security and classroom support services.

3. The lecture podium, if provided, has adjustment over a minimum range of 32 inches to 40 inches above the floor. If a podium is not provided, lecture surfaces (for notes and other materials) are available to accommodate seated (30 inches) and standing (40 inches) presenters.

4. The classroom includes a tactile map indicating the “usual position” of movable features (e.g. student desks) as well as the position of fixed features (podium, AV controls, etc.).
<table>
<thead>
<tr>
<th>Section 2 - Classroom Interior (Continued)</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
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<tr>
<td>The classroom provides a clock visible from the lecture area and from the seating area, or multiple clocks providing equivalent access.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3 - Signage</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>Room signs for class size, emergency contact, and other room features are located on the latch side of the door, or on the adjacent wall.</td>
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<table>
<thead>
<tr>
<th>Section 4 - Sound</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>The doors of the classroom are not directly across from nor directly adjacent to neighboring classrooms.</td>
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<td>2</td>
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<tr>
<td>When presenter microphones are provided, both podium and portable (lavalier) types are available.</td>
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<td>3</td>
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<tr>
<td>When presenter microphones are provided, the user may move throughout the presentation space with a sound level at 80 db (curbside on a street) without producing audio feedback (squealing).</td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>When podium microphones are provided, they accommodate both standing and sitting speakers, and speakers with heights from 60 to 78 inches.</td>
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<tr>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>The provided sound amplification system (whether accessed through a microphone or AV source) are able to produce sound without audible distortion (less than 5% THD) at sound levels up to curbside of a busy street. (80 db)</td>
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</table>

<table>
<thead>
<tr>
<th>Section 5 - Lighting</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Window blinds can be operated without firm pinch, grip, or twisting of the wrist. (e.g. crank or electric controls)</td>
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<tr>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>Controls for window blinds can be reached by a standing or sitting person.</td>
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<tr>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>In the event of a power failure, internal rooms (those without windows) and hallways have emergency lighting systems which a) activate automatically on loss of mains power, b) provide a lighting level of at least the level of a parking garage (5 candle power), and c) have sufficient power reserve to maintain lighting for at least 30 minutes.</td>
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<tr>
<td>4</td>
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<tr>
<td>Room lighting over the speaker area, the seating area, and the projection area is even, so that an opaque object (a hand, for example) held 12 inches from a working surface does not produce a visually discernable shadow.</td>
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</table>

<table>
<thead>
<tr>
<th>Section 6 - Floor</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The floor finish material is sufficiently firm to allow unimpeded wheeled mobility. (e.g. a wheeled cart, released at walking speed, will continue to roll at least 5 feet before stopping.) (Note: the desired characteristics match industrial low-pile carpet without padding affixed to a hard sub floor.)</td>
<td></td>
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</tbody>
</table>
The floor finish material provides traction and stability when moderately wet (e.g. a spilled cup of water).

<table>
<thead>
<tr>
<th>Section 7 - Climate</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room temperature can be adjusted by the lecturer into/within the comfort range (68 to 72 degrees).</td>
<td></td>
<td></td>
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<tr>
<td>Lecture spaces are free from &quot;chemical,&quot; &quot;electrical,&quot; or other noxious smells.</td>
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<tr>
<td>Lab spaces meet OSHA standards for ventilation and pollution level even during class.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 8 - Audio Visual Equipment</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom audiovisual systems support older as well as current media (e.g. film slides and overheads as well as digital media).</td>
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<tr>
<td>Audio visual equipment controls can be operated from either standing or seated positions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 9 - Seats and Desks</th>
<th>Y</th>
<th>P</th>
<th>N</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work surface/Desktops are available at heights from 30 inches to 48 inches, or the desks are adjustable over this range without requiring the use of tools.</td>
<td></td>
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<tr>
<td>When the seats are in the standard configuration and the seats are occupied, there is room for a student to move between rows of seats.</td>
<td></td>
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</tr>
<tr>
<td>The seat height is adjustable over a range of at least 15 inches to 20 inches.</td>
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</tr>
<tr>
<td>Seating, including accessible seating, can be arranged to support lecture, small group discussion, and other learning formats.</td>
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</tr>
</tbody>
</table>

**Summary Score:**
- **Demonstrated Usability:** 0.0%

**INTERPRETATION:** The usability score illustrates the "friendliness" of the AUDIT target. This usability affects all users, including people without disabilities, but difficulties are often amplified for people with disabilities. The higher the percentage score, the more usable the AUDIT target is for everyone. "No" responses signify less access for everybody.

Anson, D. & Smith, R. O.
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www.r2d2.uwm.edu/access-ed
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