The purpose of the ADA and Westminster College’s Disability Services is to provide equal access to a Westminster education. Our goals are to ensure equitable treatment, foster independence, and create a welcoming opportunity for students with disabilities.

Here are some suggestions to help make your class more welcoming for students with disabilities.

**SYLLABUS STATEMENT**
Include a statement in your syllabus welcoming students with disabilities and inviting them to contact the Coordinator of Disability Services, Karen Hicks, in the START Center to discuss their disabilities. Find suggested language on the Provost’s website.

**TYPEFACE**
Students with dyslexia find that a **sans serif** font is easier to read and follow. Consider using a sans serif font for your syllabus and all handouts.
- Font suggestions: Helvetica, Arial, Verdana, Calibri
- Use a font size of at least 12pt.
- Use plenty of white space.

**PDFs**
Students with mobility issues or visual impairment may be using screen readers to access course materials. Some PDFs resist reading by screen readers because they are essentially images.
- PDFs created by MS Word through MS Word are generally fine.
- Scanned articles may be saved as text PDFs on your computer (at the point of scanning) or can be converted to text with Adobe Acrobat Pro, which is available for any on-campus computer. If you would like it installed on your college-owned office computer, please contact IS 801.832.2023.
- It might be easier to append links to the original online article with the note, “Original version here (should be ADA accessible).”
- A tutorial on converting documents to PDF: [https://www.youtube.com/watch?v=_XPxdZZKTj4](https://www.youtube.com/watch?v=_XPxdZZKTj4)
- When scanning books, magazines, or articles, scan one page at a time. Screen readers have difficulty with more than one page on a sheet.
CLOSED CAPTIONING
New ADA interpretations and recent court cases require that classroom video have closed captioning. Closed captioning should be available during class and on Canvas without the student needing to request it. **Consider videos that already have closed captioning**, such as all DVDs and some online videos. More information will be provided at the faculty retreat about captioning services for existing classroom videos that do not have captioning.

PRESENTATIONS
PowerPoint and similar presentations are easier to read in bigger fonts and strong color contrast (such as between black and white). Red and green colors are challenging for individuals with color blindness. Consider using a **sans serif** font with no more than six lines of text per slide.

ACCOMMODATIONS
Students may request accommodations for your class. To protect the student, yourself, and the College, **please do not assign your own accommodations**. Direct students to the Coordinator of Disability Services, Karen Hicks. She will work with them to assign accommodations based on their ability. If the student receives accommodations for your class you will receive a formal notification.

Here are some common accommodations:
- Extended testing time (could be 1.5X, 2X)
- Distraction-free testing environment
- Note-taker
- Sitting in the front of the room
- Permission to record class
- Testing scribe to read and/or write test responses
- Books in audio format
- Using a “smart pen” in class
- Class materials in large print format (including syllabus, all handouts, etc.)
- Class materials accessible to a screen reader
- Tutoring services
- Modified attendance policy (in close discussion with the faculty)

You will not be required to assign these (or to go find the audio books). This list is here to provide you an idea of what students might be requesting from Disability Services.

NB
An accommodation should never “fundamentally alter” the content of the class/program or undermine the academic integrity of the class. If you think a requested accommodation will do that, please contact Karen Hicks to discuss your concerns: 801-832-2280 or khicks@westminstercollege.edu