Hi!

I am Karen Lynch, Director of Student Accessibility Services. I put this FAQ together for you but when you have more questions, please reach out! I am located in Mary Berry 204. My email is karen.lynch@simpson.edu. My extension is 1515.

**What is Student Accessibility Services?**​

* The purpose of SAS is to remove barriers to the Simpson Experience for students with disabilities. ​
* A disability could be *ongoing* or *temporary* but **must be documented** by a medical provider. ​
* SAS provides accommodation approval, weekly check-ins, a place to receive support related to difficulties having a disability, faculty/staff support related to students with disabilities.

**How does SAS impact my role as faculty?**

* You will receive Letters of Accommodation for students with disabilities written by SAS each semester. Please review each letter and keep it on file for the duration of the course. Reach out to SAS if you are unsure about how to implement any accommodations.
* The Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act require educational institutions to provide reasonable and appropriate accommodations to students with documented disabilities.
* Your cooperation as an instructor is fundamental to the success of the Simpson’s commitment to providing equal access to educational opportunities for students with disabilities.

**What accommodations am I most likely to encounter?**

* **Extended testing time** – this can occur in the class or in a testing center with CARs. If extra time is being provided to everyone, you will just need to make sure the student with accommodations receives the allotted time past the original time provided for an exam*. For example: If you were going to allow 1 hour for the exam, then provided everyone with an extra 30 min you would not need to provide a student with a 1.5x extension any additional time. You would need to provide a student with a 2x extension another 30 min.*
* **Testing in a distraction free space-** This accommodation may be provided by the instructor in a quiet space as their office or another space free of distraction. It may also be provided in a CARs testing center.
* **Ability to record lectures-** students need to inform you that they are recording your lectures. The student is instructed that the material contained on the recording is your property, they are simply borrowing it until the end of the course to remove a barrier related to their disability. Students are also informed that they may not share the recordings in any way and recordings must be deleted at the end of the course.

**How can I make my course more accessible?**

* Make sure you are working with Melissa Daniels to create course content using Universal Design methods. This is huge and Melissa is great at it!
* Presenting material both *auditorily* and *visually* allows students to use their personal strength to get information out of a presentation.
* Allowing students to have something to engage with lecture through items such as interactive quizzes (Kahoot) or fillable forms adds another layer of engagement for students who struggle to focus.

**How do I help a student receive accommodations if they disclose a disability to me?**

* With the student’s permission, you can virtually introduce them to me via email.
* Walk them to my office and introduce them.
* Share the process outlined below with them and help them get that 1st email started.

