

**Banacos Academic Center
Westfield State University**

**Guide to Creating Access:
Accommodating and Teaching Students
with Disabilities**



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It is the policy of Westfield State University to provide each student, employee, and other person having dealings with the University an atmosphere free from discrimination, discriminatory harassment and retaliation. The University prohibits discrimination, discriminatory harassment and retaliation based on race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, marital status, genetic information or veteran status.

Guide to Creating Access: Accommodating and Teaching Students with Disabilities, Banacos Academic Center, Westfield State University, August, 2014.

Introduction

This guide has been created to assist you as you work with WSU students with disabilities. While it is written with the classroom environment in mind, many of the principles and practices will apply to working with students in other programs and offices on campus. We encourage all employees to refer to this guide in their daily interactions with students and to contact the director or any Banacos advisor with any questions. Normally, most situations are easily addressed. In some cases, though, it might be appropriate to bring in your chair, Academic Affairs, or in the student staff context, Human Resources.

Each year, the Learning Disabilities Program and the Disability Services Program provide services to approximately 700 students with disabilities. Some of these students may be enrolled in your classes or may work in your offices. Some will need no assistance and will never disclose to you; others will need reasonable accommodations in order to fully demonstrate what they have learned. For those students who request accommodations, especially for new students, it is important for them to know about your willingness to support their requests.

We will begin by providing an overview of the Banacos Academic Center and the roles that we fill. Then we will describe your rights and responsibilities as well as those of students with disabilities. Finally, we will discuss various disabilities and situations that you may encounter in your classroom or office, along with some tips for teaching students with these disabilities. We hope that you find this information helpful as you work with our students and thank you, in advance, for all that you do to support our students. If you have any questions or concerns at any time, please do not hesitate to contact us or stop by to see us.

The Banacos Academic Center

The Banacos Academic Center provides academic assistance to students through the following programs: The Tutoring Program, MTEL Communication/Literacy Preparation Program, Disability Services (DS), the Learning Disabilities Program (LDP) and academic skills workshops. Our goal is to enhance the success of all of WSU students.

The **Tutoring Program** provides free tutorial assistance to all undergraduates enrolled at the University. Tutors are generally upper class students with strong academic records who have been recommended by a faculty member in the subject area they wish to tutor. If you have a student who is struggling in your class, please encourage the student to come to the Banacos Academic Center to request a tutor. Also, if you have students who are excelling in your class, please consider recommending them to us if you think they have the potential to tutor their peers.

In addition to course content tutoring, the Banacos Academic Center also provides free workshops on time management, test taking, reading retention and more. Please mention these workshops in your classes so that students are aware of them. Some professors provide

students with extra credit or count the workshop participation towards other class requirements.

MTEL ComLit Preparation Program. The Massachusetts Tests for Educator Licensure (MTEL) Communication and Literacy test is required of all students who plan to teach K-12 or work in Massachusetts public schools. Banacos Academic Center's MTEL ComLit Preparation Program helps students prepare for the test through group workshops and individual sessions. If you have education majors in your classes, please encourage them to stop by the Banacos Academic Center to learn more about this valuable service. Students can also write to mtelcomlit@westfield.ma.edu for further information.

Disability Services staff work with students as they transition to college and throughout their time as an undergraduate or graduate student. We welcome students to register and request accommodations at any point during their enrollment at the university. Disability Services provides a broad range of appropriate and reasonable accommodations to students with any type of disability - physical, medical, psychological, social and/or learning.

The role of the access advisor is to work with students to determine reasonable accommodations and negotiate situations that arise related to a student's disability. The access advisor reviews medical documentation submitted by students at the undergraduate and graduate levels to assess whether a student has a disability. The advisor then works with the student to determine how to ensure access to the University's programs and services. This often takes the form of requests from the student for reasonable accommodations from the University.

The Learning Disabilities Program (LDP) is designed to bring educational opportunity to a select number of students with learning disabilities and Attention Deficit Hyperactivity Disorder (ADHD), a group traditionally excluded from equal educational opportunity. Students in the LDP apply to and interview for the program as high school seniors. The LDP aims to provide comprehensive support throughout students' undergraduate careers, enhance students' educational experience and increase their graduation rates.

The role of the LDP program advisor goes far beyond that of a regular disability services provider which is generally to determine eligibility and provide for reasonable accommodations. Additionally, a program advisor might do any of the following:

- work with a student weekly to review their plans to address coursework;
- review a student's study strategies for each course and help the student develop more effective practices; or
- help troubleshoot how to address potential obstacles that arise as part of a student's disability.

The Center's disability-related programs help to fulfill the University's commitment to offering an equal educational experience to qualified students with disabilities and adhere to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 and its amendments (ADAAA, 2008).

Student Eligibility for Reasonable Accommodations

Students requesting assistance through DS are expected to provide current documentation of their disabilities from a professional qualified to make the diagnosis. Current documentation will have been written within the past three years for learning disabilities and ADHD, and anywhere from 6-12 months for other conditions depending on the permanency of the disability. In addition to a diagnosis, the documentation should include the history and current impact of the disability as well as recommendations for services and reasonable accommodations.

Documentation for students applying to the LDP generally includes a recent WAIS or comparable cognitive test as well as an achievement battery. Students are also encouraged to submit copies of their most recent I.E.P. or 504 Plan as well as a personal statement and two recommendations from subject area teachers.

Each student's documentation is thoroughly reviewed by a Banacos advisor in order to determine eligibility for services as well as appropriate services and reasonable accommodations. Accommodations are determined by Banacos advisors in consultation with the student. You can be assured that, when you receive an accommodation email for one of our students, that student's needs have been thoughtfully and carefully determined.

Syllabi Statements

The syllabus is an effective tool for providing notice to students with disabilities of the need to request reasonable accommodations through the Banacos programs. It is also effective in ensuring that students receive notice of classroom expectations both essential requirements and behavioral expectations. Below are some suggested statements to include in your syllabi to help ensure notice of services and equitable treatment of students.

Support for Students with Disabilities Requesting Reasonable Accommodations

The process for requesting reasonable accommodations varies from institution to institution. Additionally, students coming out of high school are often unaccustomed to requesting reasonable accommodations because they have been incorporated into their learning plans and may be automatically available to them. Including the statement below in your syllabi would serve to direct students to the appropriate office and help demonstrate your willingness to work with students who require accommodations.

Suggested statement:

It is the policy of Westfield State University to provide reasonable accommodations to students with documented disabilities. Students, however, are responsible for registering with the Banacos Academic Center, in addition to making requests known to me in a timely manner. If you require reasonable accommodations in this class, please make an appointment with me as soon as possible, so that appropriate arrangements can be made. The procedures for registering your need for reasonable accommodations

for disabilities can be discussed with staff at the Banacos Academic Center. Please stop by or write to banacos@westfield.ma.edu to set up an appointment.

Exceptions to Class Rules, Restrictions or Requirements

Some professors prohibit food, drink, leaving or moving around the classroom, wearing sunglasses and use of laptops or tablets, among other activities. These prohibitions appear on the face of them to be reasonable. However, these are also exceptions that are required for many students who receive reasonable accommodations. In an effort to protect the privacy of students with disabilities, the Center suggests that faculty who have such restrictions include an exceptions clause such as: “any exceptions must be approved by the professor.” This format allows for flexibility and does not, by default, expose students with disabilities to forced disclosure (i.e., the only student allowed to use a computer to take notes is the one with an accommodation because of a disability). The suggested statement below attempts to remove stigma students might face when professors include a statement specifying that the only exceptions would be for those “who have a disability” or “who receive reasonable accommodations.”

Suggested statement:

Any student may request an exception to the class rules, restrictions or requirements. Please set a time to meet with me during my office hours or send to me an email so that we can discuss your reasons.

Reasonable Accommodations

An accommodation is a legally supported modification to a policy or practice that gives a student with a disability an equal opportunity to benefit from the educational process. Reasonable accommodations remove barriers to classwork, buildings, events, research and other activities. Effective provision of accommodations requires collaboration among students, faculty and staff. As such, we rely on your support so that we can best meet our students’ needs. Some examples of accommodations include, but are not limited to, the following:

Testing and Quiz Accommodations

- Extended time (50% or 100%)
- Reduced distraction testing room (located in the Banacos Academic Center)
- Reader or Scribe
- Assistive technology (Kurzweil, Dragon, JAWS, ZoomText)
- Assistance with filling in Scantron answer sheets
- Breaks or take parts of an exam at different times
- Use of a word processor, calculator or assistive technology
- Scheduling exams to avoid conflicting times or multiple exams in one day
- Stand up and walk around
- Eat or drink during exams
- Large print or electronic format

- Some notice of pop quizzes

Attendance and Participation in Class

- Breaks during class time
- Preferential classroom seating
- Extended time for written assignments/projects
- Leniency with tardiness and absences
- Scheduling class in an accessible setting
- Standing and stretching

Assistive Devices and Services

- Note takers
- Use of recording device (provided by the student, could include taking pictures)
- Use of laptop or tablet (provided by the student)
- Screen reading software
- Voice recognition technology (normally provided by student)
- Other assistive technology
- Interpreters or transcribers

Course Texts and Other Material in an Alternative Format

- Books/printed material in audio format
- Books/printed material in electronic format
- Books/printed material in Braille format
- Video captioning or descriptions
- Live transcription services

Notification of Reasonable Accommodations

Each semester, faculty who have students requiring reasonable accommodations in their course will receive an individualized email notice for each student telling you of the student's approved reasonable accommodations. The subject of this email begins with "CONFIDENTIAL notification of reasonable accommodations for" so that you can more easily sort and find emails regarding students' reasonable accommodations.

Additionally, sometime after Add/Drop, we will send to you a list of all the students who indicated they would like you to know that they have a disability. It is possible that 1) not all of the students on this list will need accommodations and, 2) you could receive a notification of another student who needs accommodations at any point during the semester.

Other offices on campus, such as Housing or Dining Services, will also be notified by email if a student requires an accommodation to be able to access a program's services. A student employed in your office might approach you directly if a reasonable accommodation is needed. In these cases, you should contact Human Resources to ask about the process.

Faculty Rights and Responsibilities

Below are general rights and responsibilities that faculty have related to the provision of reasonable accommodations to students at the University under the ADA (2008), Section 504 of the Rehabilitation Act and their interpretations in case law. Please feel free to contact the director to discuss any of this material or invite the director to come meet with your department to review any of this material.

As a faculty member, you have the right to:

- Determine course content and maintain course rigor for all students. Although many students with disabilities need accommodations, performance expectations for all students must be at a level commensurate with their peers. To comply with anti-discrimination laws, instructors must refrain from shortening assignments, grading students' performance differently than they would other students in similar circumstances, providing alternate assignments (in most situations), or otherwise lowering course expectations and standards.
- Collaborate with the student and the student's Banacos advisor if a requested accommodation seems unreasonable.
- Require notification from the Banacos Academic Center before providing any accommodations. If you receive an accommodation request from a student but have had no communication from us, please encourage the student to come to the Banacos Academic Center to meet with a Banacos advisor.
- Refuse an accommodation, after consultation with a Banacos advisor, if it poses an unreasonable health or safety risk or fundamentally alters your course curriculum. With the exception of an imminent or emergency situation, this decision should not be made in isolation and should never result in unnecessarily preventing a student from participation or performance in the class.
- Expect appropriate behavior from students. Students with disabilities are subject to the same code of conduct required of any student at the university. If there are incidences of inappropriate behavior, meet privately with the student to discuss issues of behavior and encourage students to seek help. Give concise and honest feedback about behaviors that are inappropriate. If you need our assistance at any time, please feel free to give our director or any of our staff members a call. Our names and contact numbers are listed at the end of this manual. For particularly troublesome behavior, please consult the classroom conduct policy.
- Ask the same questions of students with disabilities that you would ask of any student. There are prohibitions on what can be asked of some students with disabilities (see the mobility and service animal sections). It is in the interest of all employees to keep

questions of students neutral. For example, you might ask all students “Is there anything I should know about you that would be helpful for us to work together effectively?”

As a faculty member, you have the responsibility to:

- Provide approved reasonable accommodations to students in a timely manner.
- Ensure that classroom materials such as presentations, handouts, videos, exams, and websites are fully accessible.
- Discuss any reasons for potentially denying a reasonable accommodation with a Banacos advisor before doing so (see discussion in “rights” section).
- Respect students’ privacy concerning the fact that they have a disability in order to comply with anti-discrimination laws as employees of the University. We ask that you:
 - Maintain private lists and records of students who receive accommodations.
 - Refrain from telling anyone that a student receives an accommodation unless there is an educational need to know.
 - Discretely ask students to meet with you individually and in class, do not make announcements for students to come to the front if they need accommodations.
 - If Student B asks why Student A is not taking the exam in the classroom, you can simply say it is not something that you are free to discuss, it is a private matter or that you or the University has approved.
- **Refrain from asking the student about a disability.** Federal law expressly prohibits employees from asking an individual using a service animal, a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability. **28 CFR §§35.137(c)(1), and 35.136(f).**
 - For service animals purposes under the relevant laws a public entity may ask “Do you have a disability (a yes/no question)?” and “What tasks does the animal perform?” We ask that employees leave those questions to the Banacos Advisors where ever possible.
 - The intent is to encourage an individual’s acceptance by society without having to explain personal issues not required of others to explain.
 - A public entity may not ask "What *is* your disability?" of someone using a wheelchair or service animal. The Banacos Advisors will ask that question, but only in relation to a student’s need for a reasonable accommodation and not for the simple use of a wheelchair or service animal around campus.

Students’ Rights and Responsibilities

Below are general rights and responsibilities that students have related to the receipt of reasonable accommodations at the University under the ADAAA (2008), Section 504 of the Rehabilitation Act and their interpretations in case law. Please feel free to contact the director to discuss any of this material or invite the director to come meet with you and your peers to review any of this material.

A student with a disability at Westfield State University has the right to:

- Dignity and respect.
- Reasonable accommodations.
- Receive an education in an integrated environment – meaning a setting that allows students with disabilities to interact with other students to the fullest extent possible.
- Equal access to education, programs, services, jobs, activities, and facilities.
- Confidentiality of records provided to the Banacos Academic Center according to the Family Education Rights and Privacy Act (FERPA).
- Non-discrimination based on a disability.

A student with a disability at Westfield State University has the responsibility to:

- Meet qualifications and maintain essential Westfield State University standards and requirements for courses, programs, services, and activities.
- Abide by the University's Academic Honesty Policy, Student Conduct Regulations and Classroom Student Conduct Policy.
- Provide proper documentation of a disability from a qualified, appropriate professional.
- Request an accommodation in a timely manner (usually before the need arises).
- Notify his/her advisor in the Banacos Academic Center in a timely manner if there is a problem with an accommodation.
- Follow published procedures for obtaining reasonable accommodations, academic adjustments, and auxiliary aids or services.
- Follow campus policies and procedures as set forth by the University.
- Properly store prescriptions and keep them secure. Students are responsible for the administration of their own medications. Sharing prescribed medications may be a violation of federal and state laws.

Conflict in the Classroom or Workplace

Sometimes the existence of a disability raises issues in a classroom because of a student's disruptive behavior, mistaken interpretation of a student's behavior, or opposing requests for reasonable accommodations. Other times, students might have issues with the way a professor treats them in the classroom and might believe it is related to their disability. Conflicts can occur if the situation is not addressed promptly.

What we regularly find is that some sort of misunderstanding has occurred on the part of the student or professor or both. It is sometimes difficult to ascertain the nature of the issue; therefore, we welcome you to invite the department chair to any conversations.

If you need any assistance at all in addressing situations, such as how to resolve the presence of a service animal for one student with the allergies of another student, the director or a Banacos

advisor would be happy to help you. Your department chair, the dean of Academic Affairs, the dean of students, or Human Resources would also be appropriate resources in addressing these situations. Feel free to invite whomever is appropriate into the conversation if it is something that you would like to do.

Sometimes the conflict will need to be addressed by following the University's Classroom Student Conduct or Student Conduct policies.

The Exam Room

The examination room is designed to provide reasonable accommodations for students with disabilities. Students with various disabilities may be entitled to a distraction-reduced environment, extended time for testing, readers, scribes or assistive technology to complete their in-class assessments such as quizzes and exams.

Use of the exam room is limited to students with disabilities (permanent or temporary) who are registered with the Banacos Programs (Disability Services or Learning Disabilities Programs). If you are unsure whether a student is entitled to use the exam room, please contact the exam room staff at 413-572-8378 or examroom@westfield.ma.edu.

Transmittance of exams

Arrangements for all quizzes and examinations should be confirmed with the exam room staff at least 24-48 hours (1-2 business days) in advance. Faculty should deliver exams to the Banacos exam room by email (examroom@westfield.ma.edu), fax (413-572-8774) in person or through campus mail. If you are unable to deliver your exam, please consult with exam room staff at 413-572-8378 to make other arrangements.

If the student needs an **electronic copy** of the exam to use with certain accessible software, we might require that it be delivered in a Word .doc format, and through email, on a flash drive or other electronic transmission. The exam office will maintain an original electronic copy for the duration of the exam time in case the copy being used by the student is inadvertently altered (i.e., the student presses delete by accident and loses some of the questions).

Some exams must be delivered to the exam room several business days before the exam is to be administered. These might need to be converted for use in certain software such as Kurzweil.

In general, all other exams should be at the exam room at least several hours before the exam, and preferably a business day before the exam. By receiving exams well in advance, delays at the Center can be avoided so that students are able to begin their exam at the scheduled time.

We ask that exams not be sent directly to Banacos advisors or the director because we may be absent or occupied and therefore not available to forward it to the exam room staff in a timely fashion.

The exam room has Scantron sheets and blue books. If you would like to use your own, please deliver them with the exam to the exam room. Exam room staff will return the exam to the professor's office, mailbox or departmental office in accordance with the request of the professor.

Exam instructions form

Please fill out the exam room instructions form in order to ensure the exam room staff has the following information regarding how the delivery, proctoring and return of exams will occur for your courses. If you communicate instructions in a different manner, the exam room staff will confirm your instructions through email. They will need to know the following information concerning each exam:

- how the exam will be transmitted to the Center;
- how the exam should be returned;
- whether notes or textbooks are allowed and any restrictions on their use;
- any policy on the use of calculators (taking into consideration a student's approved accommodations); and,
- whether and how a student may contact you during an exam for clarification or questions.

In addition you may want to inform the staff of the following:

- whether the exam must be taken at the same time as it is administered in the classroom for the rest of the class;
- whether there is flexibility as to when (date and time) it can be administered; and,
- whether there is a date and time by which it should be completed.

Exam room policy

All exams will be timed. Students generally receive either 50% or 100% extended time, or receive breaks during their exams with time stopped. This will be determined in consultation with their program or access advisor upon review of supporting documentation.

If a student exceeds the allotted time, the professor will receive a letter with the exam detailing the circumstances. Typically, the exam room staff will note where the student was on the exam by either drawing a line where the student was when time ran out, or by sending a photocopy of the work completed up to that point. The student will then be allowed to finish the exam.

It is up to the discretion of the professor how to proceed in scoring the exam. However, the director asks that, before penalizing a student for exceeding the time, professors contact the program or access advisor of the student to discuss the particular circumstances of the student. For many students, this may be the first time that they are timed on an exam and they would benefit from learning how to better prepare and manage their time taking exams. This may take a semester or two for some students, depending on the complexities of a student's disabilities.

Banacos staff will not assist students with exam material EXCEPT to reproduce the exam material into another format. Staff may only read, repeat, copy, write, type or put into an electronic format information from an exam or a student's answers to an exam. To maintain academic integrity in accordance with Westfield State University's Academic Honesty Policy, staff may not explain, define or interpret words and sentences.

If a student has a question about exam material during an exam, the student will be allowed to consult with the professor by phone or brought to the professor for clarification. Time will be stopped for the student during this process. Often questions arise due to confusing instructions or questions. Have a colleague review your assessments beforehand to reduce questions that are related to grammar. Sometimes the student is unsure of how to write an answer because they do not know what the instruction means. For example, the word "analyze" might be treated differently in different disciplines. Model how to answer these questions in your classroom. Follow up by providing students with handouts that describe the words you use – how to analyze, justify, elaborate, explain or compare and contrast.

On-line Exams

On-line exams may be taken in the exam room; however, please keep in mind that if other students are not proctored for an on-line exam, that requiring students who need accommodations to be proctored could be seen as treating students differently simply because they need accommodations.

Assessment must be accessible. Students must be able to have their extended time and use assistive technology accommodations. If your exam is not on PLATO, but on another on-line format, it is best to review whether the page is accessible and to have a back-up plan if it is not. The time allotment for on-line exams in PLATO must be extended by the professor who administers the exam. This may be done through the help of Joe Axenroth (x5664) or Lisa Clark (x8130) at CIT. They will be happy to take you through the steps to extend the time for individual exams.

Cheating? Some faculty have expressed concern that students will have more opportunity to cheat if they are alone taking an on-line exam with more time. This is unlikely. For example, students with a processing or reading disorder will be using that time to process the information or read. If they are going back to their notes or the book to cheat, they likely would be wasting their time and the extended time would not be helpful for them. Additionally, the exam room staff will not proctor online exams unless the rest of the class is also required to be proctored. Proctoring a student for this type of exam would be considered different treatment based on a disability and essentially implies that students with disabilities are more likely to cheat.

Change format of test. Many faculty of on-line courses have simply increased the complexity of on-line assessments and made them open book. An open book on a challenging assessment

discourages cheating and may allow for a more accurate assessment where students can demonstrate their ability to apply principles or do the problems with new information.

Pop Quizzes and Other In-class Assessments

Accommodating quizzes can be a challenging situation because the requirement to provide extended time, assistive technology or other reasonable accommodations applies to all “in-class assignments, quizzes and examinations.” This includes pop quizzes, short quizzes, in-class writing assignments, listening quizzes and any other in-class assessment. If a student will be graded or otherwise assessed on work done in class, then appropriate reasonable accommodations must be provided. Pop quizzes are inappropriate for some including those who have a processing deficit and may need more time than one or two days to process and articulate information learned.

We have worked successfully with faculty to find ways to retain the integrity of the assessment process and ensure the student receives reasonable accommodations. Commonly, faculty have arranged with the exam room staff for the student to begin the quiz or pop quiz before the class begins and have time to finish it and bring it to class at the prescribed end-time for the rest of the class.

Below are some suggestions, considerations and cautions regarding accommodating the in-class assessment. These have been gathered from our staff and disability services providers at other post-secondary institutions.

- Set a regular date for quizzes so student and instructor can plan for accommodation needs, including testing at Banacos due to need for assistive technology, document conversion, use of scribe or audio format of quiz, etc.
- Give the quiz at the end of class and have student take the quiz at the Banacos Academic Center or in a different room if an appropriate environment (see below).
- Give at the beginning of class and have student come early to the Banacos Academic Center to take the quiz or take the quiz in a different room if it is an appropriate environment (see below).

Alternative suggestions, generally for those who cannot incorporate information quickly.

- Base the course grade for the student or the class on an average of other tests/assignments and do not count pop quizzes.
- Offer a substitute assignment to the student.
- Schedule a time with the student to have a discussion about the content of the quiz or reading (depending on the purpose of the quiz).

Please keep in mind to have discussions of fairness and equity that include other faculty and Banacos advisors. If doing any of the above would risk lowering expectations, then they would be inappropriate as reasonable accommodations.

Consider the purpose of the quiz

First, many faculty have found it helpful to review the purpose of the assessment to determine either how best to accommodate students or whether to change the format of the assessment. Faculty may want to provide the students with time to practice and perform course material or they may want to assess the following:

- How well the students have read and understood the reading;
- Whether students are internalizing the readings; and,
- Whether students are able to apply principles to practical application situations.

Second, it can be helpful to think about a) whether it is more important to assess how well students know, articulate and apply the information to be assessed or b) that students provide this information in a short response time.

Third, is there an alternate way to do the assessment for the entire class?

Suggestions for alternate ways to assess:

- Informing students in the beginning of class and in the syllabus that there will be pop quizzes or assignments throughout the semester will allow students to adjust how they learn information so they can be better prepared.
- Hand out or email "pop quiz" questions at the end of class for the next assigned reading to be turned in prior to the next class.
- Send "pop quiz" questions by e-mail prior to class and ask the students to have the questions complete by the beginning of class.
- Use PLATO* for quizzes; assign quizzes to be taken at specific times and for a specific length of time (time for students with disabilities who have extended time on exams as an accommodation must be adjusted within PLATO – contact CIT staff Joe Axenroth at x5664 or Lisa Clark at x8130 if you need assistance adjusting the time).
- Create more involved or complex quizzes and have them be take-home, for everyone.
- Distribute "pop quiz" questions during class and have small group discussion and report back to the class.
- Put pop quiz-type questions on the syllabus reading list; have them due on specified dates (this also serves as a reminder to professors to review certain theories or principles)
- In the syllabus, offer each student an option of taking traditional pop quizzes or producing some sort of writing to hand in.
- One day, do a class quiz on a PowerPoint presentation, discussing the answers with the whole class.
- Do a quick take-home another time.

*Blackboard is the software behind PLATO. Blackboard Learn has been recognized by the National Federation of the Blind as an accessible online course management system. If you are using another platform or website, please make sure that it is accessible. Look for a link to "accessibility" on your website. If it is not accessible, you can create a backup plan for making

sure students are able to access the content of your course. Banacos staff will be happy to help you develop a plan. CIT will be happy to transfer your course to PLATO for future semesters.

Cautions when making testing accommodations

Appropriate environment for taking tests. If students have a reasonable accommodation of a reduced distraction environment, they must take the exam in an appropriate environment. This could be at the Banacos Academic Center or another room in the building. It should not be in a hallway or a departmental office as there is a great likelihood for interference or other distractions. If it is in someone's private office, the phone ringer and other distracting features should be turned off. Some students might be distracted by items on desks and walls or by bookshelves.

Class time. Students should not miss any class time because they are receiving an accommodation. Their use of an accommodation should be arranged so that they can attend the rest of class after the quiz. Also, they should not be required to leave early from or be late to another class. If conflicts of time exist, arrangements can be made to have the assessment administered at a different time.

Test content. The information tested should be the same for the student receiving an accommodation as it is for the rest of the students.

Timing of quiz. Refrain from giving quizzes in the middle of class time, especially if the quiz is on material just presented in class. This would require students who receive extended time or other accommodation to either forego the accommodation or miss parts of class.

Descriptions and Guidelines for Teaching

A disability is a physical or mental impairment that substantially limits a major life activity which could include learning, walking, sleeping, gastrointestinal conditions, an intermittent condition and many others. You will find that how a student treats their disability ranges widely from those who will talk about a disability very casually to those who will not disclose to anyone. You will meet students who are extremely independent and those who are still learning how to self-advocate. Some students might not know that reasonable accommodation support for them exists. Below are some general guidelines for teaching all students with disabilities.

- **Universal Design for Learning** "Universal design is an approach to designing course instruction, materials, and content to benefit people of all learning styles without adaptation or retrofitting." (Visit <http://ada.osu.edu/resources/fastfacts/> for more information.) By incorporating Universal Design principles in instruction that allow students with disabilities access to the classroom, you may also be designing instruction that works better for everyone in the class. Classes designed with this concept in mind offer a variety of methods of content presentation, flexible teaching strategies, and options for demonstrating mastery of course content.

- **Collaboration** Do not hesitate to call to arrange for a three-way meeting among you, the student's assigned Banacos advisor, and the student to work out any issues and to collaborate on the best instructional strategies for the student.
- **Guided Notes on the Web** Providing students with guided notes that they can access through PLATO prior to class assists them with focusing on the appropriate material. It will help them to learn more effectively in the classroom as well as take better notes.
- **Comprehensive Syllabus** A comprehensive syllabus with clearly delineated statements about expectations is helpful to students who need help with structure and organization.
- **One Syllabus** Locating all assignments and course requirements in a single space will help all students in their course management. This is especially important for students with disabilities that affect their organization, vision, or that are anxiety-based.

The following guidelines often are helpful for all students and will be of particular importance to students who have the disability indicated in the subsections below.

Learning Disabilities

Learning disabilities are a heterogeneous group of disorders which impact the acquisition of basic academic and life skills such as reading, writing, listening, speaking, and mathematics. In some case, skills are intact but processing speed, organization, or memory may be the source of the difficulty. The disability may be limited to one academic area or may manifest itself in a number of areas.

It is important to remember that students with learning disabilities have average to superior intelligence but will frequently need accommodations to fairly demonstrate their achievement. Each student with a learning disability may need different types of accommodations, services, and/or supports based on what area(s) of learning is affected by the disability.

Guidelines for teaching

- **Provide a detailed syllabus:** It is most helpful to students if the syllabus includes course objectives, topics to be covered, course requirements and expectations, due dates for assignments and dates for all examinations. Reading the syllabus aloud to the entire class will help to ensure that many students with learning disabilities understand what the course is about and what is expected of them.
- **Provide only one syllabus:** Use one method to communicate when assignments are due. Keep the task of where to find assignment information simple so that students can focus on the work they are required to produce for your course and not on where the latest assignment is being kept. Use one space to inform students of the deadlines and expectations. If you must use two, keep them exactly the same.
- **Use the CIT Blackboard® (PLATO) template as given:** Especially important in the digital age, students who have visual, physical and learning disabilities may have a particularly

hard time tracking information on the computer depending on the rate at which they can navigate webpages. CIT creates a course template that holds content in the same areas so that every class across the campus is presented on the PLATO page the same way. Sticking to this format increases students' ability to find information effectively.

- **Use the whiteboard or other visual presentation:** Provide on the whiteboard or screen the key terms and concepts that are presented during lectures. This allows students with learning disabilities to see the correct spelling of terms and improves the accuracy of their note taking. Allow students to record this information by taking pictures with their mobile devices or provide copies of the PowerPoint to all students prior to lecture.
- **Assume the student has done the readings or homework.** Many students have deficits in memory (i.e., short term, recall), take a long time to process information, or have difficulty articulating their thoughts quickly. For these students, preparation and clear expectations will be helpful. It may appear to the professor that the student did not complete the readings or homework. However, consider another scenario, especially with first year students:

The student has done the reading but has not had time to integrate the information and cannot do so within 24 hours of doing the reading. This might be compounded for a first year or sophomore who has not yet learned the degrees to which practicing the material or other studying habits will be most effective for that individual student.

Students who have difficulty with recalling or integrating information report feeling humiliated when a professor reprimands them in front of the entire class for not doing the homework. Especially if you have received a notice from us indicating that a student is part of a Banacos program, start from the premise that they did the homework. When a student is unresponsive to a question, try the following:

- Ask what the student recalls about this information. This can serve to trigger associations and help with recall.
 - Call them up after class to discuss the subject and their studying techniques. Suggest that they take notes or go to workshops on academic skills and talk about it with their Banacos advisor if they have one.
 - Consider giving them a heads up during the previous class that you will ask them questions on a certain topic.
 - Consider giving students questions to answer while they are doing their readings or homework and allow them to refer to their notes to answer your questions in class.
- **Exam Accommodations:** For students with learning differences, the most common and useful accommodation is the provision of extended time and/or readers for in-class assignments, quizzes and examinations. In order to assist faculty members, our staff administers examinations in the Banacos Academic Center. Students are expected to make appropriate arrangements with faculty and our staff prior to examination day. Students should not be penalized for misspelling and grammatical errors on exams or in-

class work. This accommodation will be noted on the student's reasonable accommodation notification. For work done out of class, expectations should be the same as those for all students. Please note that some accommodations, such as providing exams in an electronic format, may require a few days for the exam room staff to convert to the appropriate electronic text format.

- **Exam Construction and Pop Quizzes:** Particular exam formats and pop quizzes can present significant obstacles for students with perceptual reasoning, processing speed or word retrieval-related disabilities. For example, for exams containing fill-ins, a word bank (even an extensive one) given to all students may be helpful. Instead of exams or pop quizzes, some instructors provide the entire class with the option of writing a paper to assess students' acquisition of the same content. Some provide students with an option of answering questions orally. The key to creating effective and reasonable accommodations with exams and pop quizzes is to review the purpose of the exam (is it to demonstrate that students can write or simply recall the information?), and create assessments that will fill that purpose flexibly.
- **Electronic Texts or Texts in an Alternate Format:** Some students need print material in alternate format (e.g. electronic texts or texts formatted for text to speech software). Providing access to a copy of your syllabus or list of texts to be used in the class well in advance of the start of the semester will allow time to obtain reading materials from publishers and convert them into an appropriate format. While we understand that this may be an inconvenience, it is vital to the successful administration of this accommodation. Please contact Laura Cummings, our access advisor, with any questions or assistance concerning providing electronic texts.
- **Study Aids:** Provide study questions, study guides, and opportunities for questions and answers to help students review essential course content. Consider making students create their own study guide early in the semester as an assignment so that they can experience the value in reviewing material and discerning main points.
- **Exam Aids:** Permit students to use simple calculators, hand held spell checkers, and scratch paper during exams.

Attention Deficit Hyperactivity Disorder (ADHD)

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistent pattern of inattention and/or hyperactivity that interferes with functioning or development (Diagnostic and Statistical Manual V, 2013). Students with ADHD (inattentive type or hyperactive type) may have difficulty with one or more of the following areas:

Concentration	Following directions
Distractibility	Listening
Organization	Sitting for lengthy periods
Completing tasks	Transitioning
Sedentary tasks like reading	Planning

Some students with ADHD often take medication for their condition. This medication may be a stimulant, which actually calms them and helps them focus on tasks. Medication may wear off during certain times of the day leaving the student less able to focus. Anti-depressants may also be used.

Guidelines for Teaching

- **Assistance with Structure.** Provide a syllabus with clearly delineated expectations and due dates. Study guides, review sheets, and frequent opportunities for feedback are helpful in providing structure and organization. Provide only one syllabus and use the CIT PLATO template as given (see above). Encourage students to create structure by incorporating assignments, such as student created study guides or weekly course material reviews, into your course.
- **Impulsivity.** Many students with ADHD can behave impulsively. They may walk into your office without knocking or speak without raising their hand. While most students who behave impulsively know that they do, some have never been told. Reminders of your expectations for these social graces can be helpful. During a private meeting with the student, discuss signals or phrases that can be used discretely to curb the behavior. A signal phrase might be, “Thank you, but now let’s hear from the rest of the class” or “Why don’t you write down your question, and we’ll discuss it right after class.”
- **Exam Accommodations.** Many students with ADHD use exam accommodations including extended time and a distraction-reduced exam space. Students can take their exams in the Banacos Academic Center and are expected to complete arrangements with you and our staff at a minimum of two days prior to the examination day.
- **Access to Class Notes.** Some students have difficulty focusing and concentrating and for this reason may need access to classroom notes. Students may audio record your classes or photograph the board if it is an approved reasonable accommodation. You can provide students with a copy of your notes and/or PowerPoints as well. These are especially useful for many students who cannot “see the forest for the trees” in that they provide direction while the class is in session. You may request that they sign an agreement to not distribute any recordings of your class. This is available on the Banacos Academic Center and Disability Services webpage under Forms.
- **Classroom Distractions.** If a student appears extremely distracted, it may be appropriate to encourage the student to sit near the front of the class, away from doors, air conditioning units, windows, or any other possible sources of distraction. Sometimes students will need to doodle, tap or shake their legs, play with a stress toy, or be otherwise physical during the class time in order to maintain their focus on class material.

Visual Disabilities

Visually impaired students are differentiated into two categories, the blind and the partially sighted or low-vision. These students may have no functional vision or may have limitations in their overall visual field and/or clarity of what they see. Some students with low vision may see better close up and need to sit at the front of the room; some students see better at a distance and may need to sit back a few rows. A student who only has peripheral vision may seem to have unusual eye contact.

Visual disabilities vary widely; it may be difficult to pick out these students in your classes. Many can take notes, read print and get around campus independently while others may need accommodations and support in these areas. Special consideration may need to be given if the class goes on a field trip or is relocated for any reason. Sometimes the level of light in the room needs to be addressed.

Some students have degenerative vision which is changing during their time at college. This can happen at any age and be particularly unsettling for the student. Often the student does not yet know how to best adapt to their level of vision. In these cases, the need for patience and collaboration with the student and their Banacos advisor may be heightened.

Guidelines for teaching

- Make your syllabus available in advance so that there is adequate time for the student to obtain audiobooks or Braille materials.
- Maintain one space for your syllabus and assignments. Navigation of course material should be kept to a single source so as to not confuse any student but especially those who are navigating material without or with low vision.
- Read out loud what you write on the whiteboard or present on PowerPoints.
- Face the class when talking. Talking to the board can reduce the sound quality of your voice.
- Reserve seats at the front of the class for students with low vision as appropriate. Avoid seats that are impacted by glare from nearby windows.
- Provide large print or electronic versions of class materials. Consult with the student regarding font size or refer to the student's accommodation notice. Some students may need print materials to be provided on a specific color paper.
- Provide alternate versions in a timely manner. To avoid students not being able to participate in class, you may need to provide electronic or large print copies of information handed out in class by email earlier than the day it is distributed.
- Provide electronic copies of original Word documents (not pdfs) to the Banacos exam room for exams that students take electronically.

Hearing Disabilities

Students who have a hearing disability fall into one of two groups: deaf and hard of hearing. Deaf students may have very little or no auditory access to spoken language. Hard of hearing students may be able to hear certain sounds but can still struggle with understanding speech. Some may understand a man's voice quite easily but struggle with a woman's voice and vice versa. Background noise, including air conditioning, can negatively impact a student's ability to discern speech sounds.

Some students do well with hearing aids and communicate effectively while other students can only pick up environmental sounds (such as alarms) with their hearing aids. Even with assistive devices, a student might not hear words that are spoken from behind them. Some students may need access to sign language interpreters, real-time captioning, or an FM system in order to access spoken language in a classroom setting.

Guidelines for Teaching

- Face the class while speaking. This will help the student recognize cues that you use to move the class along. Some students utilize speech-reading to augment their understanding of auditory information.
- Avoid walking around the room and speaking while standing behind students.
- Incorporate students' questions into responses to provide context and ensure the student has not missed information.
- Allow for preferential seating to maximize student's reception of your lecture and to allow the student to read visual cues. The student should know what seating arrangement is most appropriate.
- Allow the student additional time to respond to questions or to participate in class discussions.
- Provide instructions and assignments in written form to ensure the student's full understanding.
- If the student uses an interpreter or captioner, make sure to address your questions to and look at the student, not the interpreter or captioner.
- Write unfamiliar or technical words on the whiteboard. This will benefit everyone in your class!
- If you are using films or even short videos in your class, make sure you purchase only ones that are captioned. If you create your own, you must have them captioned or provide an accurate transcript. See FAQ section for more discussion.
- If the student is using an assistive listening device that requires you to wear a microphone, be mindful that it may not pick up student comments throughout the room. Incorporate students' questions and comments into your responses. Remember

to remove the microphone before having private conversations with others and when leaving the room.

Mobility Disabilities

Mobility-related disabilities may be congenital or may be the outcome of an illness or accident. The severity of the disability varies from individual to individual, even within the same diagnostic category. For some, the disability is unrelenting; others may experience periods of remission during which there are no symptoms. Many are not obvious or are intermittent – they may be manifest more obviously during the cold or rain. For these reasons, accommodations must be made on a case by case basis.

Guidelines for Teaching

- If a field trip is planned for your class, make sure the site is accessible. If transportation is being provided for the class, make sure it is accessible to the student with the disability. See FAQ section for more discussion.
- Be aware that some students will need particular accommodations and extended time for examinations. Announcing exams well in advance will give the Banacos Academic Center staff time to arrange for these accommodations.
- Please be lenient if students are sometimes late to class, particularly during inclement weather.
- If your classroom is on an upper floor, please be aware that your class may need to be relocated if the elevator is under repair.
- Some students have print disabilities as a result of a mobility impairment – they may not be able to carry books, turn pages, write or type. Assistive technology and electronic texts may be used to ensure access to their courses.
- **Refrain from asking the student about a disability.** Federal law expressly prohibits employees from asking an individual using a service animal, a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability. **28 CFR §§35.137(c)(1), and 35.136(f).**

Autism Spectrum Disorders

The number of students who have been diagnosed with Autism Spectrum Disorders (ASD) has been steadily increasing on our campus. Autism Spectrum Disorders are developmental disorders marked by difficulties in the areas of social skills and communication which often include unusual repetitive behaviors. Individuals with these disorders may have difficulty understanding others' perspectives and feelings which makes it difficult for them to monitor their own behaviors. On the other hand, many have a propensity to be sticklers for rules and instructions. The students you may encounter in your classes are, most likely, at the high functioning end of the spectrum. You might notice some or all of the following symptoms in a high functioning student with ASD:

- Lack of eye contact
- Unusual speech intonation
- Impulsivity
- Inattentiveness
- Inappropriate social interaction; difficulty working in groups
- Reticence to engage with unfamiliar people or in social interactions including difficulty engaging with classmates and avoidance of instructor
- A tendency to monopolize conversations or to be argumentative
- Average to superior intellect
- Unusually strong, narrow interests
- Prone to sensory overload
- Clumsiness and/or repetitive behaviors (tapping, flapping, fiddling with small objects)
- Perseveration on the details with a failure to grasp the “big picture”
- Difficulty with change or transitions
- Trouble with planning, organizing and completing tasks
- Difficulty with abstract or unclear information. They may have a tendency to interpret language literally and be confused by metaphors and sarcasm.

Guidelines for Teaching

- Meet with the student alone or with a Banacos advisor, when possible, to review classroom accommodations and set up guidelines for the student’s expected challenges.
- Write out, or have the student write down, and confirm in an email, any information and expectations from discussions or agreements you have had together. This provides a concrete reference point for the student and you to refer back to.
- Clearly explain course requirements, due dates and exam dates. Provide advance notice of any changes.
- Supplement oral instructions with a written component.
- If the student is monopolizing classroom discourse, meet with the student outside of class and have a private conversation about a limit on the number of questions students ask in the classroom.
- Establish clear rules if the student’s speaking voice is too loud or if classroom comments are inappropriate.
- For those who have difficulty with abstract thinking, schedule a meeting to confirm with them topics for papers and projects.
- For those who have difficulty working with others, ask them if they would like some assistance in joining or forming a group. Follow up with the group to see if they have established guidelines to ensure everyone’s participation. Speak with a Banacos advisor if you have any questions about how to address group participation with a student.

- Remember, each student on the autism spectrum can be quite different from any other and have quite unique particularities. Please feel free to contact Banacos advisors to discuss how to work with individual students.

Psychiatric Disabilities

Students with psychiatric disabilities have mental illness that significantly interferes with their daily life activities such as learning, working and communicating. Several psychiatric disabilities do not manifest until a person is a young adult. They may have experienced these symptoms for many years and the type, severity, and duration of these symptoms varies from person to person.

In most situations, you will not be aware that you have a student with a psychiatric disability in your classroom. While students may not show any outward signs of the disability, their disability is no less disabling than a more visible disability. Many of these students are fearful of and have faced stigmatization because of their disability. Some do not need or request any accommodations, and some require a variety of accommodations. For some the disability is temporary, while for others it is chronic. With medication and/or therapy, people with psychiatric disabilities may learn to manage their symptoms.

Descriptions of certain types of psychiatric disorders follow:

Depression is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, sleeping all day, and feelings of worthlessness or guilt.

Bipolar disorder (*manic depressive disorder*) causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience a lack of energy, lower self-esteem and less interest in family, friends, and school.

Anxiety disorders can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear. Examples of anxiety disorders include panic disorder, simple phobias, and Obsessive-Compulsive Disorder (OCD).

PTSD (*Posttraumatic Stress Disorder*) is a condition that a person can develop after exposure to an extreme traumatic stressor that involved physical harm or the threat of personal harm to the individual or witnessing or hearing about harm or threats to others. These traumatic events include but are not limited to: military combat, assault, childhood abuses, rape, natural or manmade disasters, catastrophic accidents or the diagnosis of a life-threatening illness.

Symptoms of PTSD may include:

- Flashbacks
- Bad dreams, difficulty sleeping

- Frightening, intrusive thoughts
- Avoidance of places and things that are reminders of the experience
- Feeling emotionally numb
- Guilt, depression, worry
- Being easily startled by sounds, lights or movement
- Feeling tense, on edge

Some students may sit in the back of the class or away from windows and doors. Others may have difficulty sitting close to others.

Schizophrenia can cause a person to experience delusions and hallucinations in addition to depressed mood and flat affect.

Guidelines for Teaching

- **Exam Accommodations:** Assist students in arranging for exam accommodations when requested. The exam accommodations that they will most likely use are a quiet exam space and extended time.
- **Extended Deadlines and Incompletes:** Psychiatric disorders can cause students to have disabling situations in unpredictable ways making them unable to perform academically. Students may have manic or depressive periods or PTSD triggered by unpredictable situations. Students will be learning how to manage their anxiety and college. Collaborate with students about arrangements to make up tests and other assignments, allowing them extended time. Discuss with the student when he/she should contact you about using an extended deadline or when they should report absences. The student's Banacos advisor would be happy to talk with you about the reasonableness of this sort of accommodation. It is always particular to an individual's circumstance in consideration of the nature of the course and its requirements. Put this agreement in writing with the student and send a copy to the Banacos advisor.
- **Welcoming and Supportive Environment:** Many students with psychiatric disabilities fear stigmatization because of their disability; if a student shares his/her disability with you, be supportive and welcoming when a student requests assistance in arranging for accommodations.

Chronic Illness

According to the Centers for Diseases Control and Prevention, the percentage of children and young adults with chronic health concerns grew from 1.8% in the 1960s to more than 7% in 2004. Chronic illness includes conditions such as diabetes, heart disease, cancer, arthritis and fibromyalgia. While most of these illnesses are considered long term or life long, they may be under control with medication or in remission. Some students will, then, need no accommodations in your classes while others, especially during a time of a flare up of their illness, may need several accommodations in order to remain in school and pursue their degrees.

It is likely that one or more students in your class will have a chronic medical condition. If a student approaches you to ask for accommodations for a medical condition but you have received no information from us, please ask the student to come to the Banacos Academic Center to register with us. Once we have reviewed the student's documentation, we will contact you regarding appropriate reasonable accommodations for the student.

Guidelines for Teaching

- Some leniency with your attendance policy may be necessary in order for the student to remain in school. If absences become problematic, please consult with the student's Banacos advisor to discuss the best course of action.
- If a student experiences a flare up of his/her condition, allow the student to make up tests and other assignments.
- At the beginning of the semester, it is helpful to negotiate any conditions or parameters with the student regarding tardiness, absences, make up work, extended deadlines such as:
 - How and when the student will contact you in the event of absence or tardiness;
 - Any general limitations surrounding the number of absences; and,
 - How much notice you would like to have regarding absences or extended deadlines.
- Confirm your arrangement with the student in writing and send a copy of the agreement to the student's Banacos advisor.
- Suggest that students use speech to text technology if illness impacts manual dexterity. You might also offer oral in lieu of written exams.
- Allow students to eat or drink in class, if warranted by the disability.
- Allow students to leave class briefly, when needed.

Traumatic Brain Injury (TBI)/Post Concussive Syndrome

A traumatic brain injury or post-concussive syndrome is the result of a blow or jolt to the head that disrupts the brain's normal activity. According to the Centers for Disease Control and Prevention (CDC), falls are the most common cause of TBI followed by a blow to the head and motor vehicle accidents. The severity of these injuries can range from mild, commonly called concussions, to severe involving an extended period of unconsciousness and subsequent memory loss. Depending on the severity of the injury and its effects, a student may need accommodations temporarily. However, many students' injuries are severe enough to require a long term or permanent change in lifestyle and development of new skills.

Traumatic brain injury diagnoses have also been increasing in recent years as has our knowledge of their ramifications. The CDC reports that, from 2001 to 2009, emergency room visits for sport-related injuries that included a diagnosis of concussion or TBI increased 57%

among patients age 19 or younger. TBI, either alone or in combination with other injuries, led to a total of 2.2 million emergency room visits in 2010.

Guidelines for Teaching

- Since the student recovering from a TBI may experience some memory loss, provide written copies of assignments, directions etc. Try to remind the student of upcoming due dates.
- Because the student may need more time to process information, allow wait time when asking a question or simply allow the student to participate in class when ready and able to do so.
- Break down exams into segments and administer them at separate and shorter periods of time.
- Since a recovering brain needs additional rest, allow extensions on projects and assignments. Discuss reasonable due dates with the student, confirm them in writing, and send a copy of the agreed upon schedule to the student's Banacos advisor.
- Many with concussions have difficulty shifting from one visual presentation to another such as from the white board to a film with flashing images to another type of display. Lighting in the classroom or office might also be problematic for the student.
- Please be aware that some students cannot view a computer screen for more than a brief period (such as two or twenty minutes) or as long as an hour. For these students we will suggest screen reading software.

Since the symptoms of TBI may change and develop over time and vary considerably from person to person, it may be necessary to revisit the student's accommodations periodically. It may be helpful to address this with the student if it is affecting their performance and coursework. Please also consult with the student's Banacos advisor to relate challenges you notice the student facing in the classroom.

Hospitalization

Occasionally, a student with a disability may require hospitalization. If the hospitalization is going to be lengthy, it may be helpful to work with the student's Banacos advisor. In some cases the Banacos advisor or Sue LaMontagne, dean of students, will be the contact for the student. If class participation and discussion is not an integral part of your course, it may be possible for the student to continue in your class either by contacting you via email. In some cases it will be appropriate for the student interact through two-way streaming of your class to the student's hospital room.

Service Animals

A few students may be accompanied by a service animal around campus and in class. While the use of service animals is now widely accepted, it is important to understand new regulations regarding service animals and their handlers – the person using their service. Under the ADA, its amendments (ADAAA, 2008) and regulations, only dogs and miniature horses can be service animals. Because we are a governmental entity, we must allow service animals to be anywhere the general public can be, including classrooms and offices. Additionally, employees are prohibited from asking the handler of the service animal about the disability, its nature and extent.

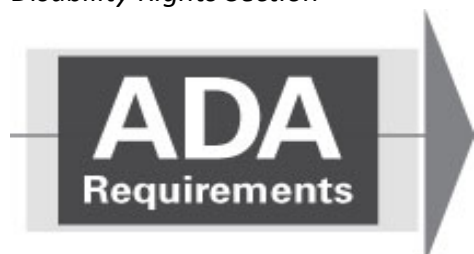
In the event there is a conflict in the classroom or workplace regarding the presence of a service animal, please contact a Banacos advisor or Human Resources, respectively, to help sort through how to best include all students and provide access to their educational programming.

The U.S. Department of Justice describes the new regulations in a fact sheet included below.

U.S. Department of Justice

Civil Rights Division

Disability Rights Section



Service Animals

The Department of Justice published revised final regulations implementing the Americans with Disabilities Act (ADA) for title II (State and local government services) and title III (public accommodations and commercial facilities) on September 15, 2010, in the Federal Register. These requirements, or rules, clarify and refine issues that have arisen over the past 20 years and contain new, and updated, requirements, including the 2010 Standards for Accessible Design (2010 Standards).

Overview

This publication provides guidance on the term “service animal” and the service animal provisions in the Department’s new regulations.

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.

- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

How “Service Animal” Is Defined

Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person’s disability. Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

This definition does not affect or limit the broader definition of “assistance animal” under the Fair Housing Act or the broader definition of “service animal” under the Air Carrier Access Act. Some State and local laws also define service animal more broadly than the ADA does. Information about such laws can be obtained from the State attorney general’s office.

Where Service Animals Are Allowed

Under the ADA, State and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. For example, in a hospital it would be inappropriate to exclude a service animal from areas such as patient rooms, clinics, cafeterias, or examination rooms. However, it may be appropriate to exclude a service animal from operating rooms or burn units where the animal’s presence may compromise a sterile environment.

Service Animals Must Be Under Control

Under the ADA, service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal’s work or the individual’s disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.

Inquiries, Exclusions, Charges, and Other Specific Rules Related to Service Animals

- When it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two questions: (1) is the dog a service animal required because of a disability, and (2) what work or task has the dog been trained to perform. Staff cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example, in a school classroom or at a homeless shelter, they both should be accommodated by

assigning them, if possible, to different locations within the room or different rooms in the facility.

- A person with a disability cannot be asked to remove his service animal from the premises unless: (1) the dog is out of control and the handler does not take effective action to control it or (2) the dog is not housebroken. When there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to obtain goods or services without the animal's presence.
- Establishments that sell or prepare food must allow service animals in public areas even if state or local health codes prohibit animals on the premises.
- People with disabilities who use service animals cannot be isolated from other patrons, treated less favorably than other patrons, or charged fees that are not charged to other patrons without animals. In addition, if a business requires a deposit or fee to be paid by patrons with pets, it must waive the charge for service animals.
- If a business such as a hotel normally charges guests for damage that they cause, a customer with a disability may also be charged for damage caused by himself or his service animal.
- Staff are not required to provide care or food for a service animal.

Miniature Horses

In addition to the provisions about service dogs, the Department's revised ADA regulations have a new, separate provision about miniature horses that have been individually trained to do work or perform tasks for people with disabilities. (Miniature horses generally range in height from 24 inches to 34 inches measured to the shoulders and generally weigh between 70 and 100 pounds.) Entities covered by the ADA must modify their policies to permit miniature horses where reasonable. The regulations set out four assessment factors to assist entities in determining whether miniature horses can be accommodated in their facility. The assessment factors are (1) whether the miniature horse is housebroken; (2) whether the miniature horse is under the owner's control; (3) whether the facility can accommodate the miniature horse's type, size, and weight; and (4) whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

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Frequently Asked Questions

Q: I am giving an exam online and think that if a student gets extended time that the student has more opportunity to cheat. Do I have to give extended time? Can I have the student proctored because the student has extended time?

A: Several faculty have commented on this. The quick answers are, respectively, "Yes, the student must have extended time" and "No, a student receiving an accommodation for an online exam must have the same parameters and rules as other students in the class." If the rest of the class can take their exam in the privacy of their room, then students with

accommodations must be given that same freedom. Otherwise, the University would be treating the student differently because of the student's disability. All students taking online exams have the opportunity to cheat. If any student is suspected of or caught cheating, there are protocols established by the University that can be followed. Please see our Exam Room website for more discussion on cheating and online exams.

Q: If I don't have anyone in my class who needs closed captioning or video descriptions, do I need to make them available?

A: This question is addressed in the *Dear Colleague Letter* (DCL) of May 26, 2011, from the U.S. Department of Education, Office of Civil Rights. While their answer is in regard to accommodations for the visually impaired, the underlying tenet is that the University has an obligation to ensure accessibility through the use of technology.

Yes. Schools that are covered under Section 504 and the ADA have a continuing obligation to comply with these laws. Therefore, the legal obligations described in the DCL always apply. Just as a school system would not design a new school without addressing physical accessibility, the implementation of an emerging technology should always include planning for accessibility. Given that tens of thousands of elementary, secondary, and postsecondary students have visual impairments and that the composition of the student body at a given school may change quickly and unexpectedly, the use of emerging technology at a school without currently enrolled students with visual impairments should include planning to ensure equal access to the educational opportunities and benefits afforded by the technology and equal treatment in the use of such technology. The planning should include identification of a means to provide immediate delivery of accessible devices or other technology necessary to ensure accessibility from the outset.

Q: I have been asked to send a list of texts and other course material to the Banacos Academic Center but I don't have my syllabus completed yet. Why I am I being asked, do I really have to send one in and why so early?

A: Some students need to have their texts and other course materials in a different format in order to have access to them. The most common format is in an electronic text. This could be for students who use a screen reading software (Kurzweil 1000 or 3000, JAWS or ZoomText), need the text in Braille, cannot carry books or turn pages. Others might need videos closed captioned or described.

Yes, you are relied upon by the student and University to provide assistance in creating access for students to your course materials, therefore you will need to send a list of your course material, including ISBN to the access advisor. You may also confirm whether the only material you will be using is listed at the bookstore website. The access advisor must request copyright permission and then convert the text into an accessible format for the student.

We request your course lists and syllabi soon after course registration has been completed. For Fall 2014, we have had over 200 texts or videos requested. The access advisor needs three

months to organize, request and convert the large amount of texts requested. Often there are challenges in obtaining course lists, syllabi, copyright permission, or with converting texts and finding captioned versions. We also need to have time to deal with urgent situations such as a change in professors for a course and the large number of late hires. We depend on your good faith to send the lists to us as soon after course registration as possible so that we can get the bulk of the work done. If you are in a bind, please contact the access advisor to see whether a workable plan can be reached.

Q: The Banacos staff told me that I must find a way for a student with a mobility impairment to go on a field trip. I think it is too dangerous for the student. What should I do?

A: If you are concerned that a field trip might be too dangerous, begin by having a discussion with the student in which you express your concerns. If you would like to have an advisor from the Banacos Academic Center join you in this conversation, please give us a call. Ask the following:

- What about the field trip concerns you?
- Are there ways to eliminate the risk? Perhaps, for example the student could participate in part of the field trip and observe those parts that are of genuine concern.

However, after your discussion, if you and the student agree that the field trip is too dangerous, ask more questions:

- Are there alternative activities that the student could complete that would fulfill the course requirements?
- How is this particular field trip integral to your course?
- Can this field trip be reworked to provide every student the same experience?
- Are there other projects/assignments that would give the student an equivalent learning experience?
- How was the student given notice that there would be field trips in this course?
- Have you given alternatives to other students successfully?

If there are no activities that would satisfy the requirements of the course, then perhaps the student should enroll in a different course that doesn't present such hazards. This may depend on when in the semester the issue arises and how much notice of the field trip the student received.

What is crucial is that you as an agent of the University give notice of the sorts of activities a student will be required to complete and that you engage in a good faith deliberative process with the student regarding whether an accommodation can be made.

Q: I have a student in my Chemistry lab class who has limited use of his hands. I am concerned that he might drop a beaker of caustic chemicals and create a hazard for other students.

A: This question involves the issue of direct threat which is described below. In this situation, however, there may be ways to mitigate the threat. For example, your student could be paired with a lab partner who would handle the chemicals. The student in question could still make observations, draw his own conclusions, and prepare his own lab report.

There may be situations, however, in which the threat to others cannot be eliminated. In these cases, the student can be advised to enroll in a different course. Again, it is crucial that you as an agent of the University give notice of the sorts of activities a student will be required to complete and that you engage in a good faith deliberative process with the student regarding whether an accommodation can be made. In other words, always have a conversation with a student that begins with "Let's talk." Never start with "No."

Direct threat means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services as provided in § 35.139. § 35.139 Direct threat.

(a) This part does not require a public entity to permit an individual to participate in or benefit from the services, programs, or activities of that public entity when that individual poses a direct threat to the health or safety of others.

(b) In determining whether an individual poses a direct threat to the health or safety of others, a public entity must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

http://www.ada.gov/regs2010/titleII_2010/titleII_2010_withbold.htm

Q: I don't think that it is reasonable for a student in my class to have extended time on assignments? How can this be addressed?

A: First, there are several ways to address how a student may have extended time on assignments. For some it may work to give the assignment to the student earlier than other students. For a student with comprehension or processing deficits, allowing the student more time up front to engage with the assignment will be sufficient. Others may run into difficulties due to complications with or a flare up of a medical condition. For those situations, extended deadlines might be necessary. Others might need incompletes at the end of the semester.

How to address whether it is reasonable to give the student more time involves a review of the student's disability with the course requirements and whether the timing of the due date or

dissemination of the assignment is fundamental to the curriculum. Because we do not always have permission to share the nature of a student's disability, it may be beneficial to consult with the student's Banacos advisor to explore how or if the accommodation could be administered. We will talk with students to encourage them to share what would be helpful for you to know in considering how to best accommodate.

It has been quite helpful for professors to talk with Banacos advisors about the purpose and structure of their assignments or curriculum in general. We regularly work with professors to come up with creative ways to accommodate students through these discussions.

Q: I received a list of students in the Banacos programs, but some students aren't on it and then I received a notice in the middle of the semester. Why can't I just have a list of all the students in my course who receive accommodations and what those accommodations are?

A: Banacos staff provide individual notifications for each student who has been approved for reasonable accommodations. If a student has requested that we share information about a disability, it will be included in this notification. We also provide a list of students who, by the end of Add/Drop, have told us that it is okay to disclose that they receive accommodations or are part of a Banacos program.

Students may not be on this list because, at the time we print the list, they have not registered with the Banacos Academic Center, have not requested that we identify themselves to professors, or have not requested reasonable accommodations from their Banacos advisor that semester. Alternatively, sometimes the professor is the first person students tell about a disability. Please suggest that they meet with the Access Advisor in Disability Services to register and request reasonable accommodations.

There are several reasons why we cannot provide a complete list. Primarily it is because each individual situation varies from the next and we will not know when our list is complete. We try our best to have reasonable accommodation requests completed by the end of Add/Drop. However, students come to the Banacos Academic Center and register or request reasonable accommodations at different times throughout a semester. We can encourage but not restrict the timing of their requests. Often students do not know that they will need reasonable accommodations until after the class has started. Additionally, sometimes students need to add to or otherwise refine their accommodations during the semester.

Q: If we continue to provide students with accommodations, when students who receive reasonable accommodations graduate and go into the field, will they continue to have access to the same reasonable accommodations? I feel like we are setting them up for failure if they cannot.

A: While students are with us, we can help them prepare for the workplace and what options they might have. An important distinction to make is that right now, accommodations are made in a learning environment with different purposes and expected outcomes than the workplace. What is reasonable in the university setting might not be reasonable in the workplace. We can

work with students now so that they can learn how to request and negotiate reasonable accommodations in the future – without our support.

Here, students can explore and develop their abilities while assessing what fields and job opportunities are appropriate for them considering their limitations and their potential access to assistive technology or other accommodations. An accommodation is not a “crutch” that will be taken away automatically in the workplace. It provides access to the educational programs while at Westfield State University.

Importantly, students will have access to reasonable accommodations in the workplace setting. See the Job Accommodation Networks’ Searchable Online Accommodation Resource (SOAR) system at askjan.org/soar/disabilities.html for a listing of accommodations for different professions. Depending on the field, students may or may not have access to the same reasonable accommodations when they enter the workforce, but employers (with some exceptions) are required to provide reasonable accommodations. We welcome the opportunity to discuss possibilities of accessibility in the workforce with you and students.

Q: I am having difficulty keeping track of who needs reasonable accommodations in my class!

A: To manage notifications from the Banacos Academic Center we have heard from professors that they do the following:

- Sort email by subject. We make sure that we have the same title for our email notifications so they can be organized in the inbox. Each subject line begins: “CONFIDENTIAL notification of reasonable accommodation for”
- Create a separate folder for each course and move it to that folder as soon as you get the email.
- Print it out and put it in a paper file you create for the course.
- When you do receive a list from us, maintain it in a private space and add names to it as you receive notifications from Banacos advisors.

Remember...

As an agent of Westfield State University, it is your responsibility to support the University’s commitment to equal access to education. This information will assist you when you have students with disabilities in your class; Banacos advisors are also available to help you. We are located in Parenzo Hall in the Banacos Academic Center. Our staff members are listed on the following page. Your department chair, the dean of Academic Affairs, the dean of students, or Human Resources staff are also appropriate resources to address questions concerning working with students with disabilities.

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Resources

ADA 2010 Revised Requirements: Service Animals (2010).

http://www.ada.gov/service_animals_2010.htm

American Psychiatric Association, (2013). *The Diagnostic and Statistical Manual*, 5th edition, Washington, DC: American Psychiatric Association.

University of Minnesota Disability Services Website: <http://disserv3.stu.umn.edu/AG-S/3-5.html>

The Ohio State University Partnership Grant Website: <http://www.osu.edu/grants/dpg>

The Ohio State University Office for Disability Services (ODS) Website:
<http://www.ods.ohio-state.edu/>

The Ohio State University Web Accessibility Center Website:
<http://www.wac.ohio-state.edu/>

The Ohio State University Americans with Disabilities Act (ADA) Coordinator's Office Website:
<http://ada.osu.edu/>

VanBergeijk, E., Klin, A., & Volkmar, F. (2008). Supporting more able students on the autism spectrum: college and beyond. *Journal of Autism and Developmental Disorders*, 38, 1359-1370.

Wolf, L. E., Brown, J. T. , & Bork, G. R. K. (2009). *Students with Asperger Syndrome: A Guide for College Personnel*. Shawnee Mission, Kansas: Autism Asperger Publishing Company.

Appendix A

Classroom Student Conduct Policy

Westfield State University students are prohibited from engaging in behavior or activity that causes the disruption of teaching, learning, research, and other academic activities recognized as necessary to the fulfillment of the University mission.

Examples of potentially disruptive behavior may include but are not limited to, using inappropriate language directed at an individual or group, unsolicited talking in class, sleeping in class, using or activating unapproved mobile devices, arriving at or leaving the classroom while class is in session, and/or failing to comply with the reasonable request of a University faculty member.

When disruptive behavior occurs in the classroom, a faculty member has the right to remove the student from the classroom for one session and with continued disruption request that the student be removed permanently. The following procedures must be observed:

1. The faculty will communicate to the student the disruptive behavior that prompted the removal and indicate the expected appropriate conduct.
2. If the student continues to engage in disruptive behavior during future class sessions, the faculty member will forward written documentation of the student's inappropriate behavior to the respective department chairperson before the next class meetings. The chairperson will subsequently meet the student to review the matter, determine, and document an appropriate course of action as soon as possible but no more than 2 class meetings after the event.
3. If the student continues to demonstrate disruptive behavior or does not comply with the documented course of action, the student may be permanently removed from the course after a review conducted by the Dean of Faculty.

Students who exhibit behavior that immediately endangers or more seriously disrupts the establishment or maintenance of an appropriate learning environment in the classroom are subject to an immediate review by the Dean of Faculty, Student Threat Assessment Team (STAT), or by student judicial procedures.

In applying this policy, faculty and academic administrators shall give due regard to the requirements of the Americans with Disabilities Act (ADA), providing for reasonable accommodations for students with disabilities.

The Vice President for Academic Affairs will act as the sole and final appeal for any decisions made by the Dean of Faculty.

In some cases, the student may also be subject to Student Conduct action as determined by the University.

This policy will be reviewed annually by the Vice President for Academic Affairs.

[http://catalog.westfield.ma.edu/content.php?catoid=10&navoid=452#Classroom Student Conduct Policy](http://catalog.westfield.ma.edu/content.php?catoid=10&navoid=452#Classroom_Student_Conduct_Policy) 8/19/2014

Appendix B

Student Conduct Regulations

The following regulations demonstrate conduct that is prohibited and will subject students to disciplinary action. Any serious criminal offense committed on campus shall be referred immediately to the Campus Police who will investigate and refer as necessary to the Massachusetts State Police and the Hampden County District Attorney's Office in addition to the University disciplinary system. These regulations shall apply to all full-time and part-time students of the University.

1. Disruption of teaching, learning, research, administration, residence hall living environment, student conduct activities, or other related support activities that are recognized as necessary to the lawful mission of the University.
2. Any violation of state, federal, or local law which coincidentally interfere with the legitimate aims, purposes, activities, and responsibilities of the University.
3. Assaulting/placing another person in fear of imminent physical danger and/or striking any member of the University community, visitor, or guest.
4. Physical fighting and/or any unauthorized mutual physical contact of any nature including pushing, shoving, wrestling, punching, and hitting.
5. Sexual assault or unauthorized sexual contact of any nature, including date or acquaintance rape, committed upon any member of the University community, visitor, or guest. (see [Sexual Misconduct Policy](#))
6. Physical abuse, verbal abuse, intimidation or threats to any member of the university community, visitor or guest.
7. Harassing, intimidating, or stalking any member of the University community, visitor or guest. This includes repeated verbal or physical annoyances, or threats committed by any means such as orally, electronically, or in writing.
8. Acts of bullying which consists of abusive conduct that a reasonable person would find hostile based on the severity, nature and frequency of the conduct and without regard to the method of delivery. This conduct may include, but not be limited to, repeated infliction of verbal abuse, such as the use of derogatory remarks, insults and epithets; or verbal or physical conduct of a threatening, intimidating or humiliating nature. (see [Anti-Bullying Policy](#))
9. Causing physical harm or attempting to cause physical harm to oneself.
10. Promoting or participating in hazing or other activities which cause undue physical or mental harm, duress, or humiliation to an individual. In accordance with Chapter 665 of the Massachusetts Acts of 1987, the organization of or participation in hazing is illegal. Hazing means any conduct or method of initiation into any student organization which willfully or recklessly endangers the physical or mental health of any student or other person. (see [Hazing Law](#))
11. Making or causing to be made bomb threats or false fire alarms, or maliciously or negligently causing fires.

12. Knowingly damaging or tampering with fire detection or fire fighting equipment or any part thereof such as pull stations, extinguishers, smoke and heat detectors, fire hoses, cabinets, and other encasements.
13. Possession or use of firearms, explosives, fireworks, other similar materials, weapons, and/or potentially dangerous or lethal devices. Such other materials, weapons, and/or potentially dangerous or lethal devices shall include, but are not limited to, knives (kitchen utensils or jackknives used for lawful purposes are excluded), swords, numchuks, brass knuckles, Chinese stars, and guns of any nature including paintball guns, taser guns, pellet guns, and any gun having the capacity to shoot any kind of projectile.
14. Unauthorized entry or presence in or on University buildings, rooms, areas or structures, or refusing to vacate such buildings, rooms, areas, or structures upon lawful request.
15. Entry or presence in or on areas or structures not designed for public use.
16. Cohabitation in University housing facilities. Cohabitation is defined as any unauthorized person residing in or attempting to reside in any University room, suite, apartment, or building.
17. The theft, unauthorized taking or use, or possession of goods or property belonging to other persons or the State.
18. Destruction, damage or abuse/misuse of the property of another or the State.
19. Unlawful possession or use of drugs, controlled substances, or drug paraphernalia. Unlawful distribution or sale of drugs or controlled substances. (see [Alcohol and Other Drug Policy](#))
20. Failure to comply with University alcoholic beverages or smoke and tobacco regulations as published in this handbook. (see [Alcohol and Other Drug Policy](#))
21. Contempt of University student conduct procedures or failure to comply with a University student conduct system order.
22. Gambling, or any unlawful bookmaking or betting of any nature prohibited by state law.
23. Falsification or aiding or abetting in the falsification of University records or the possession or use of false University records including, but not limited to, transcripts, grade reports, student identification cards or other forms of identification which the University deems necessary to achieve a lawful and legitimate purpose. Providing false information to or knowingly withholding information from any University official, office, or student conduct hearing panel.
24. Failure to comply with a legitimate order of an officer of the University (faculty, administrative, security, or R.A. personnel), including, but not limited to, the failure to present proper identification upon the lawful request of an officer and interfering with staff in the performance of their duty.
25. Violation of Affirmative Action Policies as published by the Office of Human Resources/Affirmative Action.
26. Violation of Campus Center house policies as published by the Office of the Campus Center.

27. Violation of the Residential License Agreement as published by the Office of Residential Life, or any violation of residence hall regulations as published by the individual residence halls or the Office of Residential Life.
28. Violation of Food Service policies or regulations as published by the Dining and Food Service management.
29. Violation of University motor vehicle regulations as published by the Department of Public Safety.
30. Violation of the Acceptable Use of Computer and Communications Equipment Policy and the Westfield State University Computing Resource Policy as published and made available by the Office of Information Technology.
31. Failure to properly supervise student or non-student guests/visitors.
Residents will be held responsible for the behavior of their guests.

Non-student Policy: All non-students at the University must abide by all nonacademic regulations. Alleged non-student violators of these regulations shall be accorded notice of charges and a conference before an appropriate administrator, if he/she so requests, at which time the non-student defendant will have the opportunity to review the evidence of the University and present his/her own evidence.

http://catalog.westfield.ma.edu/content.php?catoid=10&navoid=422#Student_Conduct_Regulations