

HANDBOOK

FOR

STUDENTS WITH DISABILITIES

TAYLOR UNIVERSITY - UPLAND

**TAYLOR UNIVERSITY UPLAND
HANDBOOK FOR
STUDENTS WITH DISABILITIES**

We are excited you are at Taylor University! Whether you are a prospective student, a

use admission tests or criteria that inadequately measure the academic level of blind, deaf, or otherwise disabled applicants, because special provisions were not made for them.

exclude a student from a course of study.

counsel a student with a disability toward a more restrictive career.

measure student achievement using modes that adversely discriminate against the student with a disability.

institute prohibitive rules that may adversely affect students with disabilities.

Accommodation Process

Receiving Accommodations

After you have submitted all of your information, your application and requests are processed through the following steps:

1. Your application is evaluated to determine if you are a qualified student with a disability in a major life activity. The requested accommodations are evaluated in light of the program/degree/activity requirements. A requested accommodation that would alter an essential or fundamental element of the program/degree/activity will not be provided. An example would be a request for additional time on an exam where the skill being assessed is “Can the student achieve the objective within a specific time frame?”
2. Memos are generated for each professor detailing the accommodations that directly impact the classroom setting.
3. The memos are printed for you to come pick up in the Academic Enrichment Center and hand deliver to each professor. We do not send the memos directly to the professor unless a requested accommodation requires significant planning on the part of the

examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A description of the current functional limitations

Information on how the disabling condition(s) currently impacts the individual provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical
n

You have the responsibility in meeting deadlines, keeping counselors informed of Taylor

Students need to assume responsibility for asking several people in their classes to assist them if emergency evacuation becomes necessary and share pertinent instructions with them. Faculty members who have students in their classes who might have problems leaving the building during emergencies should discuss procedures ahead of time.

Mobility Impairments

One of the biggest concerns in building evacuation is for individuals with mobility limitations:

Elevators should **NOT** be used during a fire or earthquake.

If there is NOT imminent danger (no obvious fire or smoke) move the individual with a mobility impairment to a fire-rated stairwell entry or other safe place and close the fire door until emergency personnel determine the nature of the situation. Officials may then decide that no evacuation is necessary, or they may remove the person by carrying him/her out of the building using special techniques and evacuation chairs.

Someone should

If a seatbelt is available, secure the individuals in the chair.
If you are carrying person more than three flights, a relay team may be needed.

Visual Impairments

Most visually impaired individuals will be familiar with the immediate area they are in. In the event of an emergency, tell the person specifically how and where to exit. Have the person take your elbow and escort him/her (this is the preferred method when acting as a “sighted guide”). As you walk, tell the person where you are and advise him or her of any obstacles. When you have reached safety, orient the person to where he or she is and ask if any further assistance is needed.

Hearing Impairments

Since individuals with impaired hearing may not perceive audio emergency alarms, an alternative warning technique is required. Two methods of warning are the following:

Write a note telling what the emergency is and the nearest evacuation route (e.g., “FIRE-go out rear door to right and down. Now!”)

Turn the light switch on and off to gain attention then indicate through gestures or in writing what is happening and what to do.

It may be prudent to escort the hearing impaired person as you leave the building.