

ISTANBUL AYDIN UNIVERSITY

DIRECTIVE ON THE DISABLED STUDENT UNIT

CHAPTER ONE

Purpose, Scope, Legal Basis and Definitions

ARTICLE 1 – Purpose

(1) The purpose of this Directive is to regulate the procedures and principles of the Disabled Student Unit established in order to prepare the necessary academic environment to facilitate the education life of students with disabilities registered at Istanbul Aydın University and to ensure their full participation in education–training processes; and to regulate the procedures to ensure equality of opportunity in education by eliminating the problems they face in course and exam implementations due to their disability status.

ARTICLE 2 – Scope

(1) This Directive covers the arrangements to be made for students with disabilities registered at Istanbul Aydın University.

ARTICLE 3 – Legal basis

(1) This Directive has been prepared pursuant to the amended Article 11 of the Regulation on Disabled Persons Counseling and Coordination in Higher Education Institutions, which entered into force upon publication in the Official Gazette dated 14/08/2010 and numbered 27672.

ARTICLE 4 – Definitions

(1) In this Directive:

- a) University: Istanbul Aydın University,
- b) Rector: the Rector of Istanbul Aydın University,
- c) Academic Unit: faculties, institutes, conservatory and schools affiliated with Istanbul Aydın University,
- ç) Regulation: the Regulation on Disabled Persons Counseling and Coordination in Higher Education Institutions, published in the Official Gazette dated 14/08/2010 and numbered 27672,
- d) Disabled Student Unit: the unit established at Istanbul Aydın University pursuant to Article 11 of the Regulation,
- e) Board: the board to be formed by the Istanbul Aydın University Disabled Student Unit,

f) Student with Disability: the higher education student who—due to congenital or acquired reasons—has lost physical, mental, psychological, emotional or social abilities at various degrees and therefore experiences difficulties in adapting to social life and meeting daily needs and requires protection, care, rehabilitation, counseling and support services,

g) Disabled Student Representative: the representative who is a member of the Disabled Student Unit,

ğ) Disability Health Board Report: the document prepared by the Disability Health Board indicating the disability and health status of persons and its intended use,

h) Course: compulsory and elective courses taught in Istanbul Aydın University associate, undergraduate, master's and doctoral programs,

ı) Exam: midterm and final examinations of Istanbul Aydın University associate, undergraduate, master's and doctoral programs, as well as make-up, resit, single-course and similar examinations held in addition to these.

shall be understood.

CHAPTER TWO

Administrative Bodies and Working Principles of the Disabled Student Unit

ARTICLE 5 – Administrative bodies of the Disabled Student Unit

(1) The Disabled Student Unit consists of the Disabled Student Unit Board under the chairmanship and responsibility of the Vice Rector responsible for education and training; disability student advisors of education units; and personnel to be assigned according to needs.

(2) The Disabled Student Unit is located within the Rectorate, and the secretariat and other administrative affairs of the unit are carried out by the administrative staff assigned in this unit.

ARTICLE 6 – Disabled Student Unit Board

(1) The Istanbul Aydın University Disabled Student Unit Board consists of: the relevant Vice Rector as chair; at least two faculty members specialized in the field of disability or in a field close to special education; the Vice Deans/Assistant Directors responsible for student affairs of all academic units (Faculties, Schools, Vocational Schools and Institutes); Department Heads; and the University Disabled Student Representative.

(2) Board members (excluding the disabled student representative) are appointed by the Rector for three (3) years. Members may be reappointed when their terms expire. If a member leaves before the end of the term, a new member of the same status may be appointed to complete the remaining term.

(3) The Board meets at the beginning of each semester and when needed on a date to be determined by the responsible Vice Rector. In line with the duties of the unit, it evaluates the activities carried out across the University and student applications, decides on new arrangements

and supervises their implementation. Faculty members from relevant departments and subject-matter experts may be invited to meetings according to disability groups and needs. The Board convenes with an absolute majority and decisions are taken by majority vote.

ARTICLE 7 – Disability student advisors

(1) In order to implement the decisions taken by the Board; to supervise the activities carried out; and to meet the needs of students with disabilities in the education unit they advise, one faculty member is selected by the Dean/Director for three (3) years as a disability student advisor to work in coordination with the Disabled Student Unit.

ARTICLE 8 – Disabled Student Representative

(1) The Disabled Student Representative is elected for two (2) years—limited to the period of studentship—by the method specified in this Directive. The representative serves as a member of the Board to ensure the necessary coordination between students with disabilities and the Disabled Student Unit.

CHAPTER THREE

Principles for the Election of the Disabled Student Representative

ARTICLE 9 – Election of the Disabled Student Representative

(1) The election of the disabled student representative—determined by students with disabilities in faculties, institutes, conservatory, vocational schools and schools affiliated with the University—is carried out within the framework of the principles specified in Article 5 of the “Istanbul Aydın University Student Council Directive”. The candidate receiving the highest votes becomes the “University Disabled Student Representative”. The election is held at the Rectorate under the supervision of the Directorate of Student Affairs.

(2) In the election of the disabled student representative, the election calendar determined pursuant to the Istanbul Aydın University Student Council Directive is applied.

ARTICLE 10 – Qualifications required for candidates

(1) The provisions of Article 6 of the Istanbul Aydın University Student Council Directive apply to students who will be candidates for Academic Unit Disabled Student Representative positions.

CHAPTER FOUR

Duties of the Disabled Student Unit

ARTICLE 11 – Duties of the Disabled Student Unit

The duties of the Istanbul Aydın University Disabled Student Unit are as follows:

a) To identify the needs of students with disabilities enrolled in higher education programs in areas such as education–training, scholarships, administrative, physical, accommodation, social and similar; to determine measures needed to meet these needs and to offer solutions; and to

make the necessary arrangements in coordination with other units or departments within the University,

b) To carry out studies to: adapt the educational environment; procure tools and equipment for persons with disabilities; prepare special course materials; and meet needs such as education, research, etc., so as not to hinder the academic, physical and social lives of students with disabilities,

c) To conduct publication activities addressing disability and the limitations it brings and the arrangements required; to prepare documents for instructors; to increase awareness; to provide consultancy services; and, when necessary, to provide in-service training,

ç) To develop programs and projects and organize seminars, conferences and similar activities to increase awareness and sensitivity in the field of disability,

d) To prepare and implement the unit's work program; determine needs required for activities; and prepare the annual activity report and submit it to the Vice Rector to whom it is affiliated,

e) To establish feedback mechanisms containing publications, documents and information for stakeholders in matters within the duty and activity area of disabled student units, so as to enable students with disabilities studying at universities to express their problems and requests,

f) To supervise implementation of the decisions taken and the strategies determined,

g) To carry out work for the provision of assistive devices and equipment for students with disabilities who have financial difficulties,

ğ) In order to ensure that all students are subject to fair and accurate measurement and evaluation, to ensure equality of opportunity, and to make the education process meaningful for students with disabilities as well: to make supportive arrangements regarding exam duration, venue, materials, companion reader, etc., and to take the necessary measures according to differences arising from the nature of the disability,

h) To take measures to prepare informative books on employment opportunities and professions and to ensure that these reach students with disabilities,

ı) To identify students with disabilities who have won higher education programs during registration,

i) To ensure that the University campus, campus buildings and open spaces are accessible for students with disabilities.

CHAPTER FIVE

Course and Exam Implementations for Students with Disabilities

General provisions

- a) Instructors are obliged to keep confidential the personal data regarding students with special needs sent by the Disabled Student Unit.
- b) A request field is added to course schedules where special applications needed according to disability status can be indicated.
- c) If requests and justifications are deemed appropriate by the Board, students with special needs may be enabled to follow their face-to-face courses for a certain period via second-shift programs or the Distance Education Center's programs and applications.
- d) At the beginning of the academic year, an orientation meeting is held for students with special needs by the Disabled Student Unit.
- e) Assignments and projects given to students with special needs are adapted by taking into account their disability group.
- f) Course and exam implementations according to students' disability status are carried out within the scope of the "Principles of Course and Exam Implementations for Students with Disabilities According to Disability Types" approved by the IAU Senate.

ARTICLE 12 – Course implementations

(1) The matters regarding the measures to be taken to eliminate the problems faced by students with disabilities in courses and to ensure equality of opportunity in education—due to disability statuses documented by a Disability Health Board Report and/or reported to the Disabled Student Unit with a petition—are specified within the scope of the "Principles of Course and Exam Implementations for Students with Disabilities According to Disability Types".

ARTICLE 13 – Exam implementations

(1) The matters regarding the measures to be taken to eliminate the problems faced by students with disabilities in exams and to ensure equality of opportunity in education—due to disability statuses documented by a Disability Health Board Report and/or reported to the Disabled Student Unit with a petition—are specified within the scope of the "Principles of Course and Exam Implementations for Students with Disabilities According to Disability Types".

CHAPTER SIX

Miscellaneous and Final Provisions

ARTICLE 14 – Cases not provided for

(1) In cases not provided for in this Directive, the provisions of the relevant legislation and the decisions of the Senate and the University Administrative Board shall apply.

ARTICLE 15 – Entry into force

(1) This Directive enters into force on the date it is approved by the Senate.

ARTICLE 16 – Execution

- (1) The provisions of this Directive are executed by the Rector of Istanbul Aydın University.

ANNEX

Principles of Course and Exam Implementations for Students with Disabilities According to Disability Types

Course Implementations

(1) For students with visual impairments

- a) Care is taken to verbally describe visual materials such as pictures, graphs and tables included in the course content.
- b) Students with low vision are seated in a place where they can follow the instructor and the board well, and an appropriate seating arrangement is created.
- c) Audio recording during classes is permitted; if the instructor has concerns about privacy of the recording, a written undertaking may be obtained from the student that the recording will not be shared.
- d) In computer-based applied courses, computers usable by students who are blind or have low vision are provided. Necessary accessibility software is installed or required hardware support is provided.

(2) For students with speech impairments

- a) Especially in oral presentations, extra time is given or preference is given to visual and written expression.
- b) When the student asks for the floor, sufficient time is allowed for them to speak.
- c) If what the student says cannot be understood, they may be asked to repeat.
- d) Questions that can be answered briefly are directed to the student.
- e) The student is supported to use tools and equipment that facilitate communication.

(3) For students with hearing impairments

- a) The student who hears very little is seated in a way that they can hear the instructor and are not affected by other sounds.
- b) Care is taken to write announcements on the board.
- c) Course delivery is supported with written explanations and repetitions.
- d) If the student lip-reads, care is taken that the instructor teaches facing the student.
- e) If a video/film is shown, it is ensured that it has subtitles.
- f) Upon request of students who use hearing aids, FM (Frequency Modulation) systems that reduce background noise and reverberation are provided.

(4) For students with physical disabilities

- a) Continuity of classroom arrangements (seating order, special desk-chair, etc.) is ensured and monitored.
- b) Assistive devices used by the student are provided when necessary.
- c) If the student cannot use their hands, a person is assigned to help with note-taking or course notes are provided in written form.
- d) Considering that they may need more time/effort for moving between buildings, leaving the classroom during breaks, going to and from the cafeteria, etc., and may become more fatigued, additional time may be granted when necessary.

(5) For students with dyslexia

- a) If the student has difficulty taking notes, special permission is granted for recording the class.
- b) As dyslexic students may have difficulty perceiving black-and-white contrasts, care is taken to use colored markers on whiteboards.
- c) Long reading lists may be overwhelming; therefore, preparations are made by the instructor regarding the order and priority of readings.
- d) Reading passages, lecture notes and PowerPoint presentations are provided to the student in advance when possible. If not, the topics to be covered are stated at the beginning of the class and/or main headings are written on the board.
- e) Dyslexic students may not wish to read a passage aloud in front of others.
- f) In mathematics courses, explanations of terms and extra exercises are provided to support understanding.
- g) In visual presentations, line spacing and font size are increased to help focus.

(6) For students with attention deficit and hyperactivity disorder

- a) Support is provided through one-to-one meetings to help maintain motivation.
- b) Audio recording during classes is permitted.
- c) Written documents are provided to the student in electronic format.
- d) Course documents are provided before the class.
- e) Necessary measures are taken to allow breaks when needed.

(7) For students with learning difficulties (intellectual disability)

- a) Measures are taken to provide the course content to the student in a highly detailed manner.

- b) The time and sequence of course-related activities are indicated.
- c) The list of reading materials is provided at the beginning of the term.
- d) Sensitivity is shown in giving additional time for assignments or dividing a comprehensive assignment into parts.
- e) The student is allowed to use technological tools such as calculators and computers when necessary.

(8) For students with chronic illness

- a) Students are allowed to take their medications during class when necessary.
- b) If needed, students may be allowed to leave the class for a period due to biological and psychological needs.
- c) Considering that chronic conditions and medication may cause fatigue, stress, distraction or drowsiness, necessary measures are taken.
- d) Support needs and coping strategies for long-term mental disorders may vary; individualized counseling should be sought for each student.

(9) For students diagnosed with Asperger Syndrome or other Autism Spectrum Disorder

- a) They may have difficulty understanding figurative language; explanations with concrete examples should be provided when misunderstandings occur.
- b) Since they may struggle with nonverbal communication, the message should also be expressed verbally and clearly.
- c) They may have low motivation for social activities and group work; peer support and facilitating measures may be provided.
- d) They may have difficulty with empathy and different perspectives; concrete examples should be used to support understanding.
- e) They may be obsessive about interests and have motivation issues for uninteresting topics; engaging research assignments may help.
- f) Changes in routines may increase anxiety; changes in course schedules or exam dates should be announced in advance and preferably in writing.
- g) They may dislike writing and have illegible handwriting; providing notes in advance and highlighting key points is helpful.
- h) When anxiety is high due to noise or crowding, they should be allowed to leave class to go to a quiet place.

Exam Implementations

(1) For students with visual impairments

- a) Upon the student's request and if deemed appropriate by the Disabled Student Unit, the student is enabled to take the exam in a single-person environment under invigilator supervision.
- b) Upon request, exam materials are printed enlarged.
- c) When needed, a research assistant may be provided as a reader.
- d) When needed, additional time up to one-third of the exam duration is granted.
- e) When needed and under suitable conditions, laptop use may be permitted.
- f) When needed, the student may take exams with assistive tools (telescopic/prismatic glasses, magnifier, etc.).
- g) If oral exams are preferred according to the student's status and course scope, necessary measures are taken.
- h) Situations requiring greater tolerance in spelling and punctuation rules in exams and assignments are taken into account.

(2) For students with speech impairments

- a) Especially in oral exams, extra time is given or preference is given to visual and written expression.
- b) When needed, additional time up to one-third of the exam duration is granted.

(3) For students with hearing impairments

- a) When needed, students may take exams with assistive devices (hearing aids, etc.).
- b) When needed, additional time up to one-third of the exam duration is granted.
- c) Situations requiring greater tolerance in spelling and punctuation rules are taken into account.

(4) For students with physical disabilities

- a) Exams are held in accessible environments.
- b) If the student cannot use their hands, a person is assigned to help write answers.
- c) When needed, additional time up to one-third of the exam duration is granted.

(5) For students with dyslexia

- a) If spelling errors are not an explicit part of the exam, evaluation is made taking this into account.

- b) When evaluating exams/assignments, effort is made to write positive feedback and avoid humiliating comments.
- c) Avoid using red pen; corrections/feedback should be made with another color.
- d) Tables/graphs in exams or courses are made more visible and distinguishable.
- e) When needed, additional time up to one-third of the exam duration is granted.
- f) Since optical answer sheets may be problematic, marking may be allowed on the booklet.
- g) In listening sections of language exams, the invigilator may pause the audio to allow note-taking and answering.
- h) In long reading passages, a similar approach may be applied.
- j) For concentration, the exam should be held in a calm and quiet place; and, upon request and approval of the unit, a single-person exam environment under supervision may be provided.
- k) If the student has writing difficulties, an assistant may be present to write answers; if reading difficulties exist, to read questions.

(6) For students with attention deficit and hyperactivity disorder

- a) Measures are taken to allow taking exams separately depending on need and request.
- b) Situations requiring greater tolerance in spelling and punctuation rules are taken into account.
- c) Oral exams may be preferred.
- ç) When needed, additional time up to one-third of the exam duration is granted.

(7) For students with learning difficulties (intellectual disability)

- a) If the student has difficulty with written expression, oral exams or short-answer/fill-in-the-blank exams are preferred.
- b) If necessary, the exam is conducted individually.
- c) Before starting, it is checked whether the student understands the questions; the student may be allowed to rephrase questions in their own words.
- d) In subjects such as mathematics and science, grading considers the steps/process as well as the final result.
- e) When needed, additional time up to one-third of the exam duration is granted.

(8) For students with chronic illness

- a) Students may take exams with their medications/medical supplies.

b) If needed, the student may be allowed to take short breaks under supervision with the condition of returning.

c) When needed, additional time up to one-third of the exam duration is granted.

(9) For students diagnosed with Asperger Syndrome or other Autism Spectrum Disorder

a) Since they generally dislike writing and handwriting may be illegible, tests or short-answer questions may be preferred; homework such as research assignments may be typed on a computer.

b) Crowded/hot/stuffy environments or certain scents may increase anxiety; measures are taken to allow separate exams depending on need and request.

c) In oral exams, the language used should not be overly abstract; ensure understanding and rephrase questions in simpler language if necessary.

ç) When needed, additional time up to one-third of the exam duration is granted.