

ISTANBUL AYDIN UNIVERSITY

**DIRECTIVE ON EQUAL OPPORTUNITY IN EDUCATION
FOR STUDENTS WITH SPECIAL NEEDS**

CHAPTER ONE

Purpose, Scope, Legal Basis and Definitions

Purpose and scope

ARTICLE 1 –

(1) This Directive regulates and covers the procedures and principles aimed at eliminating the disadvantages faced by students with special needs registered at Istanbul Aydın University and ensuring their participation—on equal opportunities—in academic, social and cultural environments at the University.

Legal basis

ARTICLE 2 –

(1) This Directive has been prepared based on: subparagraph (2) of item (d) of the first paragraph of Article 7 and Article 14 of the Higher Education Law No. 2547 dated 04/11/1981; the Law on Disabled Persons published in the Official Gazette dated 07/07/2005 and numbered 25868; and the Regulation on Disabled Persons Counseling and Coordination in Higher Education Institutions published in the Official Gazette dated 14/08/2010 and numbered 27672.

Definitions

ARTICLE 3 –

(1) In this Directive:

a) Academic Advisor: the faculty member who provides counseling to students with special needs on academic issues,

b) Unit: the Institute, Faculty and School within Istanbul Aydın University,

c) Course: compulsory and elective courses taught in Istanbul Aydın University associate, undergraduate and graduate education programs,

ç) Library: the center that serves students and personnel with special needs within the Istanbul Aydın University Library and Documentation Department in cooperation with the Istanbul Aydın University Barrier-Free Living Application and Research Center Student Coordinatorship,

- d) Center: Istanbul Aydın University Barrier-Free Living Application and Research Center,
 - e) Director: the Director of the Center,
 - f) Student Coordinatorship: the unit affiliated with the Department of Health, Culture and Sports (HCS) that coordinates support services for students with special needs,
 - g) Student with Special Needs: the student who needs support in using physical, mental, sensory and psycho-social abilities and in adapting to social life and meeting daily needs,
 - ğ) Rector: the Rector of Istanbul Aydın University,
 - h) Senate: the Senate of Istanbul Aydın University,
 - ı) Exam: all exams held in associate, undergraduate and graduate education programs at Istanbul Aydın University,
 - i) University: Istanbul Aydın University,
 - j) Board of Directors: the Board of Directors of the Center,
- shall mean.

CHAPTER TWO

Education–Training Implementations

Course implementations

ARTICLE 4 –

(1) In order for students with special needs to study within the framework of equality of opportunity and to ensure that their success is not adversely affected, the following matters are observed before, during and after the course:

- a) The sentence “If you need any academic accommodation due to your disability status, please contact me.” is added to course syllabi.
- b) Instructors are obliged to keep confidential the personal data regarding students with special needs sent by the Student Coordinatorship.
- c) Instructors cooperate with the Student Coordinatorship and the Barrier-Free Living Application and Research Center regarding course materials for students with special needs.
- ç) Measures are taken in classrooms to meet the seating needs of students with special needs.
- d) Instructors teach while facing the class especially upon request of students with hearing impairments.

- e) According to needs arising from disability status, students with special needs are permitted to audio-record courses in which objective topics are covered.
- f) For students who are blind or have low vision to comprehend visual course materials at an equal level, audio description is provided by the instructor.
- g) If the Student Coordinatorship deems their requests and justifications appropriate, students with special needs may follow department-related courses for a short period via second-shift programs or the Open and Distance Education Faculty course schedules.
- h) Assignments and projects given to students with special needs are adapted by taking into account their disability group.
- i) At the beginning of the academic year, an orientation meeting is held for students with special needs by the Student Coordinatorship.

Exam implementations

ARTICLE 5 –

(1) In order for students with special needs to study within the framework of equality of opportunity and to ensure that their success is not adversely affected, support may be requested from the Student Coordinatorship and the following matters are observed before, during and after examinations:

- a) Selection of exam halls is made by evaluating different disability groups and considering accessibility rules.
- b) Announcements by invigilators (exam times, venues, questions, etc.) are made by considering disability groups.
- c) When needed, students with special needs are allowed to take exams with assistive devices and equipment (hearing aids, telescopic glasses, prismatic glasses, magnifier, etc.).
- ç) For written exams of students who are blind or have low vision, a reader–marker invigilator who is familiar with the terminology of the exam course is assigned.
- d) If necessary, exams for students with special needs may also be conducted on a computer.
- e) For students who are blind or have low vision, exam papers are prepared in different formats (enlarged font, Braille, audio file, etc.) in line with their needs.
- f) Upon the student’s request and if deemed appropriate by the Student Coordinatorship, students with visual impairment, hearing difficulty, attention deficit and hyperactivity, dyslexia–dysgraphia, dystonia and similar conditions may be enabled to take the exam in a single-person environment under invigilator supervision.

g) For students with speech disorders (stuttering, aphasia, dysphasia, etc.) and hearing impairments, appropriate accommodations or suitable measurement and evaluation methods are used in oral exams.

ğ) For students with visual impairments who take exams with a reader-marker/writer or with enlarged-font question papers/booklets; those with congenital severe hearing impairment; those with writing and mobility difficulties; and those determined by the Student Coordinatorship to need extra time—an additional time equal to “half of the exam duration” is granted. This extra time does not include preparation and seating time.

h) Students with special needs are allowed to take exams with their medications, medical supplies, etc.

ı) If needed during the exam, students with special needs may be allowed—under supervision and on condition of returning—to take a short break due to biological and psychological needs.

(2) Implementation of these matters is under the responsibility of the academic advisor.

Course exemption and adaptation

ARTICLE 6 –

(1) For theoretical and practical courses that students with special needs cannot take due to their special circumstances, instead of exemption: with the approval of the relevant unit, adaptation is made in line with the opinions of the academic advisor and the course instructor according to the student’s situation; or, where adaptation is not possible, depending on the nature of the course requested to be exempted (compulsory/elective), the student is enabled to select another course with the same credit.

Part-time student and volunteer student support

ARTICLE 7 –

(1) In cases deemed necessary by the Student Coordinatorship, part-time student or volunteer student support services may be provided to students with special needs for studying.

(2) In order to provide this service:

a) At the beginning of each academic year, the Student Coordinatorship requests part-time students from the University according to the identified need.

b) Care is taken that the part-time student or volunteer student is related to the field in which the student with special needs is studying.

c) The Student Coordinatorship coordinates the support services to be provided by allocated part-time or volunteer students in line with the needs of students with special needs.

CHAPTER THREE

Access to Services

Architectural accessibility

ARTICLE 8 –

(1) In order to ensure that students with special needs can access the University's indoor and outdoor spaces without difficulty, the following arrangements are made:

a) All architectural areas included in the University's new construction are designed—without requiring special additional design or arrangement—to be usable by everyone as much as possible (considering students with special needs as well), in accordance with national and international standards.

b) In existing and historical buildings, necessary renovations are made through projects suitable and adaptable to the building/space, taking into account national and international standards for architectural accessibility and classrooms.

c) Students with mobility impairments are allowed to use existing elevators.

ç) The Student Coordinatorship provides support—within available means—regarding transportation to the unit where the student with special needs is registered.

d) In order for students who are blind or have low vision to find their classrooms without anyone's help, necessary measures—including Braille signage—are taken within buildings.

Access to information

ARTICLE 9 –

(1) All electronic systems and technologies used by the University are arranged according to the needs of students with special needs. All web services provided to enable students with special needs to access the University's web-based services are prepared by considering W3 standards. The University website home page, webpages of affiliated units, the student automation system, and web-based education departments are improved by using developing and changing technologies and are updated regularly.

(2) Publications requested by students with special needs from the libraries of the departments where they study are reproduced in the format they request—or loaned—pursuant to the Law on Intellectual and Artistic Works No. 5846.

(3) Any materials that will contribute to students with special needs in their courses and personal development are prepared by the Barrier-Free Information Center in the format requested by the student (MP3, Braille, MS Word, PDF, etc.).

CHAPTER FOUR

Miscellaneous and Final Provisions

Good conduct

ARTICLE 10 –

- (1) Academic and administrative personnel at all levels working at the University must display good conduct toward students with special needs.
- (2) Participation of academic and administrative personnel in in-service trainings aimed at raising awareness about good conduct, conducted by the Center, is ensured.

Social and cultural activities and opportunities

ARTICLE 11 –

- (1) The University encourages students with special needs to participate in culture and sports activities organized by the University and provides the necessary facilitation in this regard.
- (2) The University supports students with special needs in developing and using their creative, artistic and intellectual capacities.
- (3) The Student Coordinatorship provides support services regarding employment opportunities and professions to students with special needs.

Benefiting from services

ARTICLE 12 –

- (1) In order to benefit from the services specified in this Directive, students with special needs studying at Istanbul Aydın University must apply in writing to the Student Coordinatorship.

Disasters and emergencies

ARTICLE 13 –

- (1) In disasters and emergencies, the relevant unit makes the necessary arrangements so that students with special needs can safely leave the place they are in.

Cases not provided for

ARTICLE 14 –

- (1) In cases where there is no provision in this Directive, upon the written request of the unit where the student with special needs is registered, the University takes the necessary decision—by obtaining the opinion of the Center—and implements it.

Entry into force

ARTICLE 15 –

(1) This Directive enters into force on the date it is adopted by the Istanbul Aydın University Senate.

Execution

ARTICLE 16 –

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