



**REPUBLIC OF TURKEY
YAŞAR UNIVERSITY
PROCEDURES AND PRINCIPLES OF EDUCATION, TRAINING AND
EXAMINATION APPLICATIONS FOR STUDENTS WITH DISABILITIES**

**SECTION ONE
Objective, Scope, Basis and Definitions**

Objective

ARTICLE 1 – (1) The purpose of these procedures and principles is to provide students with disabilities with equal opportunities in education and to contribute positively to the achievements of those by preventing the problems that students with disabilities enrolled to an associate degree program, undergraduate program or postgraduate program at Yaşar University may encounter due to their disabilities.

Scope

ARTICLE 2 – (1) These procedures and principles include courses and exams in associate, undergraduate and graduate programs at Yaşar University.

Basis

ARTICLE 3 – (1) These procedures and principles are prepared based on the Regulation on Counseling and Coordination for Persons with Disabilities at Higher Education Institutions, which came into force after being published in Official Gazette no. 27672 dated 14.08.2010.

Definitions

ARTICLE 4 – (1) Terms mentioned in these procedures and principles are as follows:

- a) **University:** Yaşar University,
- b) **Rector:** Yaşar University's Rector,
- c) **Unit:** The Counseling and Coordination Unit for Students with Disabilities at Yaşar University, founded in accordance with article 11 of the Regulation on Counseling and Coordination for Persons with Disabilities at Higher Education Institutions which came into force after being published in Official Gazette no. 27672 dated 14.08.2010,
- ç) **Commission:** The Commission established by Counseling and Coordination Unit for Students with Disabilities,
- d) **Student with disability:** Higher education students who have difficulties in adapting to social life and meeting their daily needs and are in need of protection, maintenance, rehabilitation, counseling and support services due to their impairment of physical, mental, emotional and social abilities for various reasons whether it is congenital or not,
- e) **The Disabled Health Board Report:** A document that indicates the disability and health status of the persons prepared by the Health Board for Disabled Persons,
- f) **Course:** Compulsory and elective courses taught at Yaşar University in associate, undergraduate and graduate programs along with projects, theses, labs, workshops and similar studies,
- g) **Exam:** Midterm and final exams in associate, undergraduate and graduate programs at Yaşar University, in addition to make-up exams, resit exams etc.

SECTION TWO

Course Practices and Responsibilities of Teaching Staff

Course exemption

ARTICLE 5 – (1) If the students with disabilities apply to the academic unit with a request for exemption from the course due to their disability, the course is replaced with an equivalent one upon the decision of the University Administrative Board if the course is elective. If there is not an equivalent course, or if the course is compulsory, firstly, the course is given with the support of advanced techniques and programs; otherwise, another course in the curriculum is given to the students with disabilities.

(2) A copy of the decision taken is notified to the Student Affairs.

Course practices

ARTICLE 6- (1) The course practices aimed at ensuring the equality of opportunity in education by eliminating the problems faced by students with disabilities before, during and after the course and to prevent the negative impact on their achievements due to the examinations of the students with disabilities are as follows:

a) To comply with legal regulations and to make and implement appropriate adaptations for students with disabilities.

b) To continuously assess the effectiveness of adaptations and improve them.

c) Not to share information about the student's disability within the framework of confidentiality rules with anyone outside the Disability Advisory and Coordination Unit.

ç) To inform the students through their advisor in written form about the subjects to be covered during the semester, the examinations the evaluation criteria and indicating the related calendar and due dates.

d) To prepare lecture notes and reading lists in electronic form and give them to the student by making them available and accessible online before the related lecture.

e) To take the necessary measures for transmitting the changes that have been made on the course program indicated at the beginning of the semester related to teaching and assessing to the student, such as homework, evaluation criteria, exams.

f) To provide the students with additional time needed to complete the assignments and exams due to their disabilities.

g) To provide support to the students about using a recording device, taking notes, etc. by contacting the relevant department, faculty and/or unit.

ğ) To create and implement a seating plan so that students with disabilities can follow the course in the best way.

h) For students with Asperger's syndrome diagnosis, to speak in a simple and clear way without using abstract language and to make additional explanations when necessary.

ı) For students with attention deficit diagnosis, to use a multi-sensory teaching method, to diversify the tone and speech speed and to emphasize important information.

i) For students with visual impairment, to describe the pictures, diagrams, graphs and figures during the lecture, to verbalize what is on the blackboard and to contact the relevant department to provide note-taking support when necessary.

j) For hearing-impaired students, to make sure that the class is well-lit and the instructor or lecturer's face is clearly visible, your lip movements are clear. To be face to face and maintain eye contact during the course. To use gestures to provide additional visual cues. To speak at a reasonable speed, in a clear and natural way. If necessary, to re-summarize the subject with different words instead of repeating them, and to use full sentences. To reduce the background noise for those who use hearing aids. Since lip-reading is quite tiring; to give regular breaks. To use videos with subtitles and give a written summary of any audio material used in the course. To explain important information such as exam dates and class changes

visually. To maximize the participation of students in class discussions by summarizing questions and comments. If the student uses a supportive technology, to cooperate with the student. To use a microphone at the request of the student. To meet the student's need for note taking.

SECTION THREE

Exam Practices

Exam practices

ARTICLE 7 – (1) To create equal opportunities in education by eliminating the problems faced by students with disabilities in the course of the examination; before, during, and after the exam, and avoiding any adverse effects on students with disabilities due to the exam practices are as follows:

- a) To organize the exam halls by considering their accessibility for students with disabilities, take the student to the exam hall and give additional time if necessary.
- b) To prepare sample questions related to the subjects covered in the examination and give written information to the student before exam.
- c) To make announcements, reminders or corrections by the examiners regarding exam or exam questions by considering the particular disability of the students.
- ç) To assign readers/markers who are experts in the terminology of the related department (lecturer/research assistants) to accompany students with disabilities in written exams if necessary.
- d) To enable students with disabilities to write their exams on the computer in case of need.
- e) To allow the students with disabilities to enter examinations with medication, medical equipment or liquid (Insulin Pump etc.) if needed.
- f) To allow the students with disabilities to access the toilet and washbasin during the examination.
- g) In the process of explaining the exams, to give the disabled student detailed and verbal feedback on his / her exam and provide consultancy on how to resolve the deficiencies.
- ğ) To develop and implement evaluation practices such as projects for students who cannot fully reflect their performance in the examination due to their disabilities.
- h) To enable the student to take the exam in a separate room, to allow the use of computers, to reduce the distractions such as light and sound as much as possible, to give additional time to the students, to make explanations with a simple and clear language.
- 1) To use big font characters for the students with visual impairment, give the opportunity to take the exam in a separate room with the reader who is an expert in the field, prepare tangible schemes, graphics, and shapes when alternative exam forms such as recorder, computer, Braille, screen reader, and enlarger are required.
- i) To give additional time for students with hearing impairment so that they are able to understand the exam questions and comment or ask questions. To make explanations when needed, and avoid using ambiguous and confusing language. To select learning environments with the necessary technological facilities. To allow for computer use. To inform the examiner that the student may miss oral instructions. If it is not possible to make written exams, to consider alternative methods such as presentation in sign language.
- j) For students with mobility impairment, to select accessible exam rooms with suitable furniture, allow the use of computers, and give additional time and necessary breaks.

SECTION FOUR

Miscellaneous and Final Provisions

Disagreement and lack of provision

ARTICLE 8 – (1) If students with disabilities have a disagreement with the faculty, academy, institute or vocational school they are enrolled in regarding the provisions in this document, or if there is a disability situation or need that is not defined in this document, the unit discusses the matter and makes a decision.

Validity

ARTICLE 9 – (1) The provisions of these procedures and principles take effect on the date it is approved by the Rector of Yaşar University.

Execution

ARTICLE 10 – (1) The provisions of these procedures and principles are executed by the Rector of Yaşar University.

Approved by the Rector on: 06.01.2016