

BURDUR MEHMET AKIF ERSOY UNIVERSITY
DISABLED STUDENTS EDUCATION -
EDUCATION AND EXAM APPLICATION
PRINCIPLES

PART ONE
General Principles

Objective

ARTICLE 1 - (1) The purpose of these Principles is to ensure equality of opportunity in education and to contribute positively to the success of students with disabilities by eliminating the problems faced by students with disabilities enrolled in associate, undergraduate, graduate or doctoral programs at Burdur Mehmet Akif Ersoy University in course and exam practices according to the differences arising from the nature of disability.

Scope

ARTICLE 2 - (1) These Principles cover the course and exam practices of disabled students who continue their associate, undergraduate, graduate and doctoral programs at Burdur Mehmet Akif Ersoy University.

Basis

ARTICLE 3 - (1) These Principles have been prepared based on Articles 14 and 44 of the Higher Education Law No. 2547, the "Regulation on Disability Counseling and Coordination of Higher Education Institutions" published in the Official Gazette dated 14/08/2010 and numbered 27672, and the "Burdur Mehmet Akif Ersoy University Disabled Student Unit Directive" adopted by the University Senate dated 09/10/2018 and numbered 336/19.

Definitions

ARTICLE 4 - (1) In the implementation of these Principles;

a) Academic Unit: Faculties, Institutes, Schools, Conservatories and Vocational Schools affiliated to Burdur Mehmet Akif Ersoy University,

b) Unit Disabled Student Unit,

c) Course: Compulsory and elective courses taught in associate, undergraduate, graduate and doctoral programs at Burdur Mehmet Akif Ersoy University,

ç) Course Supervisor: The instructor assigned in the academic units of Burdur Mehmet Akif Ersoy University, who is responsible for the course that disabled students will take / have taken,

d) Student with a Disability: A student who cannot fulfill the functions as required by his/her age, gender, education, social and cultural status due to physical, sensory, mental, mental, auditory or visual impairments or disabilities due to congenital or acquired diseases or accidents, and who has documented his/her status with a Disability Health Board Report,

e) Support for Disabled Students: The necessary support provided to disabled students studying in the academic units of Burdur Mehmet Akif Ersoy University who document their status with the Disabled Health Board Report before, during and after the exams in order to eliminate the discrimination of the student's exams according to their special needs (physical disability, visual impairment, hearing impairment and / or a physiological or physical disability that prevents them from sitting for a long time to write, etc.) and for the proper functioning of the exams,

f) Disabled Student Support Officer: The academic staff member assigned in cooperation with the relevant academic unit, the academic disabled representative in the relevant unit and the disabled student unit to provide the necessary support for the adaptation of the exam according to the special needs (physical disability, visual impairment, hearing impairment and / or a physiological or physical disability that prevents writing, sitting for a long time, etc.) in order to eliminate the discrimination of the student's exams before, during and after the exam for disabled students who document their status with the Disabled Health Board Report studying in Burdur Mehmet Akif Ersoy University academic units,

g) Proctor: The course instructor who is responsible for ensuring that the exams are held as planned and on time during the exam, the course instructor conducting that course and the academic staff working in the academic units of Burdur Mehmet Akif Ersoy University who support the disabled student,

ğ) Disability Health Board Report: A medical document prepared by the Health Board, which includes the disability and health status of individuals, the effects of this condition, including restrictions on education, the duration, permanence or possibility of progression of the condition, and expert recommendations regarding academic arrangements,

h) Rector: Rector of Burdur Mehmet Akif Ersoy University,

i) Exam: Midterm exams, final exams, make-up exams, make-up exams, excuse exams, grade raising, single course exams, etc. held in associate, undergraduate, graduate and doctoral programs at Burdur Mehmet Akif Ersoy University,

i) University Burdur Mehmet Akif Ersoy University.

PART TWO

Procedures and Principles Regarding Course Practices of Students with Disabilities

Course applications

ARTICLE 5 - (1) The procedures and principles of the course practices to ensure equal opportunity in education by eliminating the problems faced by disabled students before, during and after the course due to their disabilities and to ensure that the success of disabled students is not negatively affected due to course practices are as follows.

a) Classrooms with hearing-impaired students, regardless of whether the student uses a hearing aid or not, are planned in such a way that they can easily see the lecturer / presenter while planning the seating arrangement,

b) In classes with hearing impaired students, the lecturer / presenter makes the presentation with his/her face facing the class,

c) It is ensured that the computers used by visually impaired students in courses where they will be applied using computers are made audible,

ç) Visually impaired students are allowed to record the lectures on objective subjects with a voice recorder, except for personal opinions and discussions,

d) Since visually impaired students cannot benefit from visual materials, verbal descriptions are given about the materials related to the lessons in which these materials are used so that the visually impaired student can comprehend the material,

e) Relevant course materials (books, magazines, tests, presentations, etc.) are given to visually impaired students before the lesson in formats (MS Word, Mp3, etc.) that they can listen to on their computers,

f) It is ensured that the classrooms for physically disabled students are located on the most architecturally appropriate floors,

g) The lecturer who gives lectures / presentations in classes with disabled students prepares the documents such as slides, presentations, cinevision, overhead projector, etc. by taking into account the disability groups.

ğ) It is ensured that the presentations made in the course can be accessed electronically.

Disabled student adjustment commissions and equivalent course determination

ARTICLE 6 - (1) In case of the request of the student who certifies his/her disability with the Disabled Health Board Report and for the courses that he/she cannot carry out due to the differences arising from the nature of the disability, an equivalent course is given regardless of whether the course is a compulsory or elective course.

(2) Disabled Student Adjustment Commissions are established within the Rectorate, consisting of the Vice Rector responsible for education and training, the Coordinator of the Disabled Student Unit, the Dean / Director or the Dean / Vice Director responsible for education and training, separately for each unit regarding the selection of equivalent courses. The secretariat of the commissions is carried out by the Student Affairs Department. The Commissions discuss the petitions submitted by the disabled students to their units during the course registration renewal week in the Academic Calendar on the first day of the add-drop week and the equivalent course(s) to be selected by the student with the decision of the Commission

is determined. The Disabled Student Adjustment Commission may decide to choose courses from other academic units other than the unit where the students receive education and training for course selection, or may decide to open new courses. The decisions taken by the Commission are submitted to the University Senate and the adjustment procedures are finalized with the senate decision. The student completes the course registration process within the add-drop week.

PART THREE

Procedures and Principles Regarding Examination Practices for Students with Disabilities

Examination practices

ARTICLE 7 - (1) Examination practices, procedures and principles for ensuring equality of opportunity in education by eliminating the problems encountered by students with disabilities before, during and after the exam due to their disabilities and to ensure that the success of students with disabilities is not negatively affected due to exam practices are as follows.

a) Units should provide the necessary environment by contacting the relevant student for the necessary needs of the disabled student before the exams, taking into account the differences arising from the nature of the disability.

b) During the distribution of the examiners, it is taken into consideration whether there are disabled students who will participate in the exam,

c) During the determination of exam locations, exams for courses with physically disabled students must be held in accessible environments,

ç) It is ensured that the announcements, reminders or corrections to be made by the examiners regarding the exam or questions are made by taking into account the disability status of the disabled students,

d) If needed, students with disabilities are provided with auxiliary aids and equipment (hearing aids, telescopic glasses, prismatic glasses, magnifying glasses, etc.),

e) If needed, students with disabilities can write their exams on computer,

f) For students with partial vision loss and students with low vision, the question booklet or question paper is prepared in 16 - 18 font size or larger,

g) For the hearing impaired, auditory materials that may be required during the exam are converted into a visual format,

ğ) Students with disabilities such as visual impairment, hearing impairment, attention deficit, hyperactivity, dyslexia, dysgraphia, etc. are allowed to take the exam as a single person in halls where they will not be disturbed by others and will not disturb others, apart from the normal exam halls,

h) If needed, students with disabilities are allowed to take exams with medication, medical equipment or fluids (insulin pump, etc.),

ı) If needed, students with disabilities are allowed to use the restroom during the exam under the supervision of the examiner,

i) Visually impaired students, students with congenital severe hearing impairment, students with writing and movement difficulties who take the exam with a reader-marker/printer or a large-print question paper or booklet, students with severe congenital hearing impairment, students with writing and movement difficulties may be given additional time up to half of the exam time.

Exam alternatives

ARTICLE 8 - (1) Depending on the type and level of disability of the person, one of the following alternative exam formats or another method that can be developed over time can be used:

a) Reader assistance, teaching staff support assistance,

b) Printer assistance,

c) Use of voice recorder, computer, calculator,

ç) Braille format,

d) Providing the exam paper printed in a larger font size,

e) Use of oral examination (with the student's opinion).

Request for rest during the exam

ARTICLE 9 - (1) Students with a disability or a disease may request a rest break in the exam if they document their condition to the unit in advance.

(2) a) Student with traumatic brain injury, to improve concentration,

b) Students with diabetes take medication, meet their food or water needs,

c) If a student is under medication for pain or psychiatric problems, rest or take medication, if necessary,

ç) A student who has suffered a spinal cord injury may request a break in the exam in order to exercise and rest in order to relieve spasms and tensions in the muscles, etc.

d) In cases where it is inconvenient or challenging to stay in the same position for a long time, the student may be allowed to take the exam in the preferred position (long sitting, lying face down, etc.) upon request.

Preparation for exams

ARTICLE 10 - (1) In order for students with disabilities to prepare for exams, care should be taken to provide lecture notes in advance and to give more time for homework assignments. The instructor should make sure that the lecture notes are audio recordings for students with visual impairment, written output for students with hearing impairment, and reproduced in large font for those with partial vision loss before the exam.

Special requirements

ARTICLE 11 - (1) The special needs of the student will be taken into consideration with sensitivity. However, such exemptions should not go beyond the exemptions necessitated by the disability and should not turn into an exemption that would cause discrimination among the students taking the course.

SECTION FOUR

Other Provisions

Cases where there is no provision

ARTICLE 12 - (1) In cases where there are no provisions in these Principles; the provisions of the relevant legislation and the decisions of the Higher Education Council and the Senate are applied.

Repealed directive

ARTICLE 13 - (1) As of the date these Principles enter into force, the "Mehmet Akif Ersoy University Directive on Education, Training and Examination Practices for Students with Disabilities" adopted by the decision of the University Senate dated 04/06/2014 and numbered 223/7 shall be abrogated.

Enforcement

ARTICLE 14 - (1) These Principles enter into force on the date they are adopted by the Senate of Burdur Mehmet Akif Ersoy University.

Execution

ARTICLE 15 - (1) The provisions of these Principles are applicable to Burdur Mehmet Akif Ersoy University
The Rector shall execute it.

Senate Decision to Adopt the Principles		
History		Number of
12/02/2019		347/08
Amended Senate Decision of the Principles		
History		Number of
1.		

