T.R. \*BENDLH8B\*

**ABDULLAH GÜL UNIVERSITY**

**BARRIER-FREE UNIT DIRECTIVE**

**SECTION ONE**

**General Provisions**

**Purpose**

**Article 1-** The purpose of this Directive is to regulate the working procedures and principles of the AGU Barrier-Free Unit.

**Scope**

**Article 2-** The provisions of this Directive regulate powers and duties of the Unit within the scope of the work to be performed for students studying at Abdullah Gül University, academic and administrative staff who have special needs due to disability. Principles and procedures to be adopted for disabled visitors to AGU are drafted separately.

**Basis**

**Article 3–**

**This directive has been prepared based on Article 15 of the "Law No. 5378 on Disabled People and Amendment of Some Laws and Decree Laws" dated 01.07.2005 and within the framework of the Law No. 5378 on Disabled People which went into effect on 03.05.2013** as well as the Articles 11 and 12 of the "Regulation on Consultancy and Coordination for Disable People in Higher Education Institutions" which went into effect with its publication on the Official Gazette number 27672 on 14.08.2010.

**Descriptions**

**Article 4-**In this regulation, the following expressions refer to the ensuing description:

a) A disabled person is defined as someone having various levels of physical, intellectual, mental or sensory impairment, which hinders this person from participating in the society in a full and effective manner on an equal basis with the others, in interaction with attitudes and environmental barriers.

1. Disabled student: A student of our University who has difficulties in adapting to social life and meeting daily needs and needs protection, care, rehabilitation, counseling and support services due to various degrees of congenital or acquired impairment in physical, mental, psychological, emotional, and social abilities;
2. Disabled employee: University staff with disability;
3. University: Abdullah Gül University;
4. Rector: The Rector of Abdullah Gül University;
5. Senate: The senate of Abdullah Gül University;
6. AGU Barrier-Free Unit: The unit operating under the Rectorate, which identifies academic, administrative, physical, psychological, housing-and-social-area-related needs of the disabled persons and specifies, plans, and implements what needs to be done to meet those needs;
7. Representatives of the AGU Barrier-Free Unit: Representatives assigned from relevant academic divisions;
8. Departments: All administrative departments operating under the Rectorate;
9. Coordinator: An academic assigned by the Rector to carry out operations and procedures concerning disabled students.

**SECTION TWO**

**Structure and Responsibilities of the Barrier-Free Unit**

**Barrier-Free Unit Structure**

**Article 5-** The AGU Barrier-Free Unit **acts under the Rector**.

**Article 6–** The managing bodies of the Unit are the **Unit Head, Faculty/Institute/School Coordinators of the AGU Barrier-Free Unit, and the Board**.

**Article 7 – (1) Unit Head:** The Head is appointed by the Rector for 3 years from among the university staff who have experience in the activity areas of the Unit and preferably expertise in special education. A Unit Head whose term has expired can be assigned again. If the Unit Head leaves before his/her term expires, a new Head is assigned for the remaining term.

The Unit Head

1. represents the Unit;
2. convenes the Unit's Board and presides over the meeting;
3. ensures the delivery, evaluation and development of the services provided by the Unit on a regular basis in accordance with its purpose;
4. ensures that the Unit staff work in cooperation, regularly and efficiently;
5. ensures that the Unit's annual activity report, draft of the next year's activity program, and budget proposal are prepared and submitted to the Board.
6. - If deemed necessary, a Deputy is appointed by the Rector for 3 years upon the recommendation of the Unit Head.

**Article 8– Faculty/Institute/School Coordinators of the AGU Barrier-Free Unit**:

In order to ensure cooperation between the AGU Barrier-Free Unit and Faculties/Institutes/Schools, one faculty member from each division is appointed as the Faculty/Institute/School Coordinator of the Unit for 3 years by the Faculty/Institute/School Manager.

**Article 8–** **(1)**

The Unit Board is composed of the following members:

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1. Head of the AGU Barrier-Free Unit
2. Coordinator or Representative of the Center for the Enhancement of Teaching and Learning
3. 1-3 academic or administrative personnel working in the interest areas of the Unit
4. Faculty/Institute/School Coordinator of the Unit (Faculty/Institute/School Coordinators assume the position for a period of 1 year by turns)
5. Disabled Student Representative Recommended by the Unit Head

The Unit Head is also the Chairman of the Board. Board members are appointed by the Rector for 3 years. Board members can be re-appointed when their terms expire. If a Board member leaves before his/her term expires, a new member is assigned with the same status for the remaining term.

1. The Board regularly convenes twice in each academic term and may hold an extraordinary meeting upon the call of the Unit Head if deemed necessary. At least once a year, an extended Board meeting is held (especially for drawing up a work schedule; assessing the annual report and the budget proposal), with the participation of the relevant Vice Rector or the Advisor to the Rector, the Secretary General and the academic and administrative staff deemed relevant.At such occasions, either the Vice Rector, Advisor to the Rector, or Secretary General chairs the meeting.

**Article 9-** The following are the duties of the Board.

1. Making suggestions and taking decisions about the preparation of the unit's work schedule;
2. Evaluating the unit's annual report;
3. Preparing the budget for the unit together with the Unit Head.

**Article 10**- The unit might need the services of an education specialist, a psychologist specializing in special needs education, or a psychological counselor, and such services are provided by the Rectorate with appointment of relevant academic or administrative personnel based on their duties.

**Duties of the AGU Barrier-Free Unit**

**Article 11**– The AGU Barrier-Free Unit works to ensure that disabled students, academics, and administrative staff of Abdullah Gül University have equal access to facilities and services at the University and to create an environment that supports their development. In this context, it conducts and follows up the following activities:

1. The Department of Student Affairs identifies disabled students who earn the right to study at AGU whey they enroll and informs the Barrier-Free Unit committee.

The Department of Human Resources identifies disabled employees when they start working at AGU and informs the Barrier-Free Unit committee.

1. The Unit specifies needs and difficulties of disabled students in various areas (academic, administrative, physical, psychological, social and housing-related) during their education. In collaboration with other divisions of the university and using the available resources, the unit plans necessary actions and develops required projects to meet the needs and eliminate or minimize difficulties determined, monitors implementations and submits assessments to the Office of the Rector.

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1. The Unit takes on the task of informing the faculty of the Departments which have disabled students or personnel about the limitations of the students and the physical, academic and social supports they need. It provides consultancy services to the Departments when necessary.
2. The AGU Barrier-Free Unit and the Faculty/Institute/School Coordinators ensure that necessary arrangements are made in order to give learning and education support for disabled students in cooperation with the faculty and other relevant divisions of the University. In this context, the unit offers all the support so that disabled students are provided with course materials, tools and equipment they need.
3. It prepares necessary arrangements for exams and submits them for approval so that disabled students and personnel can be assessed and evaluated fairly and accurately.

Considering the impairments of disabled students arising from their disabilities, the unit determines the type of support such as time, venue, materials, and accompanying readers required for the exams and makes relevant arrangements.

* 1. It develops programs and projects, organizes seminars and similar activities to increase the level of awareness and sensibility about disability.
  2. It develops projects for the needs of disabled students and staff and monitors their implementation.
  3. It tries to provide free supplementary equipment for disabled students who face financial difficulties.
  4. It organizes events that encourage Abdullah Gül University employees and students to adopt a positive, constructive and tolerant attitude towards disabled persons.

For this purpose, it holds seminars, conferences, etc. and prepares informative documents aimed at increasing the level of knowledge and sensitivity of the University staff and students.

1. It works in close collaboration with other units offering support for disabled students (e.g., Health and Counseling Center, Career and Employment Office, Center for the Enhancement of Teaching and Learning, Barrier-Free AGU Students Society).
2. It helps with the preparation of informative documents and booklets by the Career and Employment Office of our university for disabled students concerning job opportunities after graduation.
3. It creates a website with information falling within its area of responsibility and for disabled students and staff to allow them communicate their needs and problems.
4. It prepares and executes the annual work schedule of the unit, determines the budget for the activities and submits them for approval, prepares the annual activity report and submits it to the Rectorate at the end of December every year.
5. It contributes to the society by carrying out scientific and academic studies on disability and accessibility, creating national and international projects with concerned stakeholders and sharing the outcomes with the public.
6. It takes decisions and submits its assessments on necessary changes to the General Secretariat for information and coordination in order to ensure that all open and closed areas of the university are accessible for the disabled persons.

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**SECTION THREE**

**Procedures and Principles Concerning Teaching Practices**

**Teaching Practices**

**Article 12-**

a- The following arrangements should be made to eliminate the problems faced by disabled students due to their disability before, during and after the lessons.

1. While classroom seating arrangements are made, students with hearing impairment are seated in a manner allowing them to see instructors who teach or present easily regardless of whether they use a hearing aid or not in classrooms;
2. Instructors teaching or presenting in classrooms with hearing impaired students should be facing the class;
3. In applied courses requiring computer-assisted learning, accessibility settings on computers must be changed for students with visual impairment;
4. visually impaired students are allowed to record lectures in courses in which objective subjects are taught excepting personal opinions and discussions;
5. Since visually impaired students cannot benefit from visual materials, such materials are orally described for them to help their comprehension of the materials used in classes;
6. Before lessons, relevant course materials (books, journals, tests, presentations, etc.) are provided to visually impaired students in formats (MS Word, MP3, etc.) they can listen to on their computers;
7. For students with physical impairment, their courses are held on the most architecturally appropriate floors;
8. Instructors who give lectures or presentations in classrooms where there are disabled students prepare their slides, presentations, cinevision shows, overhead documents taking into account disabilities of the students.

**Course Exemption**

**Article 13-**

1. Disabled students whose disability types and degrees are documented with a medical report (to be obtained from a full-fledged state hospital) are obliged to comply with the provisions of this directive concerning course attendance. However, if a student has difficulty in fulfilling the requirements of a course due to their disability, with the approval of their advisor and instructor teaching the course, it is ensured that the student attends the course after necessary changes, implementations and arrangements are made to eliminate the said difficulties.

If the student cannot fulfill the course requirements despite the arrangements made, with the decision of the relevant board, they take another course equivalent to the former, and if there is not an equivalent course, they are exempted from the course with the (EX) grade. However, this provision does not apply to compulsory courses.

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1. Disabled students enrolled in our university has to take the exams specified in this directive, but in order to evaluate their performance in the best way, with the approval of the concerned course instructor, the place, duration and form of the exams are changed and made suitable for the students. Additional equipment such as special alphabets, computers, and magnifiers to be used in the exams, persons or tools to assist reading or writing are provided.

**Procedures and Principles Concerning Exam Administration**

**Article 14-**

a-Exam Administration

1. Exam rooms are organized considering the accessibility for disabled students;
2. Announcements, reminders or corrections about the exams or questions are made considering the impairments of disabled students;
3. If need be, disabled students can sit the exams with accessories (Hearing Aids, Telescopic Glasses, Prismatic Glasses, Magnifying Glasses, etc.);
4. If need be, a faculty member / research assistant (for reading or marking) who knows relevant course terminology is assigned to accompany a disabled student during a written exam;
5. If need be, disabled students can answer exam questions on computers;
6. With the request of visually impaired students, exam booklets or paper is prepared in Braille or made available as audio files;
7. Exam booklets or paper is prepared in 16-18 or larger font size for students with low vision or partial visual impairment;
8. If appropriate, multiple choice tests are prepared for hearing impaired students;
9. Disabled students with vision or hearing impairment, attention deficient disorder, hyperactivity, dyslexia - dysgraphia, etc. are administered exams alone in separate rooms where they will not be disturbed by others and will not disturb them;
10. Disabled students with visual impairment who take an exam with an accompanying reader - marker or one printed in larger font and those with writing and moving difficulties are given additional time equivalent to the one-third of the exam duration;
11. If need be, disabled students are allowed to enter the exams with medication, medical equipment or liquid (Insulin Pump, etc.);
12. If need be, disabled students are allowed to meet their special needs under the supervision of an examiner during the exam.

**SECTION FOUR**

**Enforcement and Execution**

**Absence of Provisions**

**Article 15**- The AGU undergraduate and graduate examination regulations, provisions of the Law no. 2547, and other legal provisions apply.

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**Enforcement**

**Article 16** - This directive takes effect on the date it is approved by the Abdullah Gül University Senate.

**Execution**

**Article 17**- The Rector executes the provisions of this directive.

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