

 <p>ISTANBUL OKAN UNIVERSITY</p>	DIRECTIVE ON EQUAL OPPORTUNITIES FOR STUDENTS WITH SPECIAL NEEDS	Document Code: YG.OKN.040
		Revision Number: 01
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FIRST PART

Purpose, Scope, Basis and Definitions

Purpose and Scope

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

Basis

ARTICLE 2 – (1) This Directive; Subparagraph (2) of the first paragraph of Article 7 and Article 14 of the Higher Education Law No. 2547 dated 04/11/1981, Article 14 of the Law on Disabled People published in the Official Gazette No. 25868 dated 07/07/2005. It was prepared based on the amendment of the Higher Education Institutions Disabled Persons Consultation and Coordination Regulation published in the Official Gazette No. 27672 dated 08/2010 and published in the Official Gazette No. 28517 on 03/01/2013.

Definitions

ARTICLE 3 – (1) In this Directive;

- a) Academic Advisor:** Faculty member who advises students with special needs regarding their academic problems,
- b) School:** Institute, Faculty and Vocational School within Istanbul Okan University,
- c) Course:** Compulsory and elective courses given in associate, undergraduate and graduate education programs at Istanbul Okan University,
- d) Unit:** Istanbul Okan University Disabled Student Unit,
- e) Student with Special Needs:** Student who needs support in using their physical, mental, sensory, psycho-social abilities and adapting to social life and meeting their daily needs,
- f) Rector:** Rector of Istanbul Okan University,
- g) Senate:** Istanbul Okan University Senate,
- h) Exam:** All exams held in associate, undergraduate and graduate education programs at Istanbul Okan University,
- i) University:** Istanbul Okan University,
- j) Board of Directors:** It refers to the Board of Directors of the Unit.

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SECOND PART

Educational Practices

Course Applications

ARTICLE 4 – (1) In order for students with special needs to receive education within the framework of equal opportunity and to ensure that their success is not negatively affected, the following points are observed before, during and after the lesson:

a. The sentence "If you need any academic accommodations due to your disability, please contact me" is added to the course syllabus and students are notified.

b. Faculty members are obliged to keep confidential the personal data regarding students with special needs sent by the Disabled Student Unit.

c. Faculty members cooperate with the Disabled Student Unit on course materials for students with special needs.

d. Measures are taken to meet the seating needs of students with special needs in classrooms.

e. Instructors deliver their lessons facing the class, especially upon the request of hearing-impaired students.

f. Depending on their needs arising from their disability, students with special needs are allowed to record lessons on objective topics with a voice recorder.

g. In applied lessons with computers, computers are available for use by blind or partially sighted students. Necessary programs that provide accessibility are installed on these computers or necessary hardware reinforcement is made.

h. In order for blind or partially sighted students to comprehend the visual materials related to the course equally with sighted students, audio descriptions are made by the instructor teaching the course.

i. Homework and projects given to students with special needs are adapted by taking into account the disability group of these students.

j. Special education-related tools and equipment for students with financial difficulties and special needs are provided by the Disabled Student Unit to the extent possible and delivered to the student on a timely basis.

k. At the beginning of the academic year, an orientation meeting is held for students with special needs by the Disabled Student Unit.

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Exam Applications

ARTICLE 5 – (1) In order for students with special needs to receive education within the framework of equal opportunity before, during and after the exam and to ensure that their success is not negatively affected, support can be requested from the Disabled Student Unit and the following points are adhered to:

a. The selection of exam halls is made by evaluating different disability groups and taking into account accessibility rules.

b. Exam times, exam locations and questions, etc. are determined by the examiners. Announcements such as these are made taking into consideration disability groups.

c. Students with special needs are allowed to take the exams with auxiliary equipment (hearing aid, telescopic glasses, prismatic glasses, magnifying glass, etc.) if needed.

d. A reader-marker invigilator who is familiar with the terminology related to the course in which the exam is taken is assigned to accompany the written exams of blind or partially sighted students.

e. If necessary, exams can also be administered on computers for students with special needs.

f. Question papers are prepared for blind or partially sighted students in different formats (enlarged font, braille, audio file, etc.) in line with their special needs.

g. Vision, hearing difficulties and attention deficit, hyperactivity, dyslexia - dysgraphia, dystonia etc. Upon the request of students with special needs who have problems such as these and if the Disabled Student Unit deems it appropriate, these students are allowed to take the exam in a single-person environment accompanied by a proctor.

h. Adaptation or appropriate measurement and evaluation methods are used in oral exam practices for students with speech (stuttering, aphasia, dysphasia, etc.) and hearing impairment.

i. Visually impaired students who take the exam with a reader-marker/printer or a large-print question paper or booklet, those with severe congenital hearing impairment, students with writing and movement difficulties, and students who are determined to need additional time by the Disabled Student Unit - Dean of Students will give additional time (half of the exam period) is given. This additional time does not include exam preparation and settlement time.

j. Medicines, medical supplies, etc. used by students with special needs. They are allowed to take the exam.

k. If necessary during the exam, students with special needs may be allowed by the examiner to take a short break from the exam, provided that they return, under the supervision of the staff member, due to the biological and psychological needs they may encounter.

(2) The implementation of these issues is the responsibility of the academic advisor.

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Course Exemption and Adjustment

ARTICLE 6 – (1) Instead of exemption for theoretical and practical courses that students with special needs cannot take due to their special conditions, an adaptation is made with the approval of the relevant unit, in line with the opinions of the academic advisor and the faculty member teaching the course, depending on the student's situation, or in cases where adaptation is not possible, the student is requested to be exempted. Depending on the nature of the course (compulsory/optional), students are allowed to choose another course with the same credit.

Part-Time Student and Volunteer Student Support

ARTICLE 7 – (1) Students with special needs may be provided with part-time student or volunteer student support services regarding studying when deemed necessary by the Disabled Student Unit.

(2) To provide this service;

a. The Disabled Student Unit requests part-time students from the University according to the needs determined at the beginning of each academic year.

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

(3) The Disabled Student Unit coordinates the support services provided by allocated part-time students or volunteer students in line with the needs of students with special needs.

THIRD PART

Access to Services Architectural Accessibility

ARTICLE 8 – (1) The following arrangements are made to ensure that students with special needs have access to the University's open and closed spaces without difficulty:

a. All architectural areas to be included in the new structuring of the university are designed in accordance with national and international standards, so that they can be used by everyone as much as possible (including students with special needs), without the need for any special additional design or arrangement.

b. Necessary renovations are made in existing and historical buildings with projects that are suitable and adaptable to the structure or space, taking into account national and international standards for architectural accessibility and classrooms.

c. Students with mobility impairments are given permission to use existing elevators.

d. The Disabled Student Unit provides support, to the extent possible, regarding transportation of students with special needs to the unit in which they are registered.

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Access to Information

ARTICLE 9 – (1) All electronic systems and technologies used by the university are designed according to the needs of students with special needs. All web services provided for students with special needs to access the University's web-based services are prepared taking into account W3 standards. The University website home page, the web pages of the units affiliated to the University, the student automation system and the departments providing web-based education are developed and regularly updated using developing and changing technologies.

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

(3) All kinds of materials that will contribute to the lessons and personal development of students with special needs are prepared by the Barrier-Free Information Center in the format desired by the student (MP3, Braille, MS Word, PDF, etc.) upon request.

Access to health and rehabilitation services

ARTICLE 10 – (1) Necessary arrangements are made for students with special needs studying at the university to benefit primarily from Istanbul Okan University Hospital and Medico Social Center.

(2) Students with special needs studying at the university are given priority and convenience in the process of obtaining or renewing a disability report.

CHAPTER FOUR Other Provisions

Good attitude

ARTICLE 11 – (1) Academic and administrative staff at all levels working at the university must display good attitudes towards students with special needs.

(2) Academic and administrative staff are ensured to participate in in-service trainings aimed at increasing awareness of good attitudes carried out by the Centre.

(3) Academic staff are ensured to participate in in-service training on preparing materials suitable for disability groups for exams and course applications and on consultancy.

Social and Cultural Activities and Opportunities

ARTICLE 12 – (1) The University encourages students with special needs to participate in cultural and sports events organized by the University and provides the necessary facilities in this regard.

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(2) The University takes the necessary measures, within the limits of possibilities, for students with special needs to develop and use their creative, artistic and intellectual capacities.

(3) Dean of Students Office - provides support services to meet the scholarship and dormitory needs of special needs students with financial difficulties.

(4) The Disabled Student Unit informs students with special needs about employment opportunities and professions.

Benefiting from Services

ARTICLE 13 – (1) In order to benefit from the services specified in this Directive, students with special needs studying at Istanbul Okan University must apply in writing to the Dean of Students.

Disasters and emergencies

ARTICLE 14 – (1) Necessary arrangements are made by the relevant unit so that students with special needs can leave the place they are in safely in case of disasters and emergencies.

Situations for which there is no provision

ARTICLE 15 – (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 opinion of the Center and makes the necessary decision and carries out the implementation.

Validness

ARTICLE 16 – (1) This Directive valids on the date it is accepted by the Senate of Istanbul Okan University.

Executive

ARTICLE 17 – (1) The provisions of this Directive shall be enforced by the Rector of Istanbul Okan University.

REVISIONS

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