	DISABLED STUDENTS EDUCATION - TRAINING AND EXAMINATION PRACTICES DIRECTIVE	Document No	YÖ-0044
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REPUBLIC OF TÜRKİYE
GEBZE TECHNICAL UNIVERSITY
DISABLED STUDENTS EDUCATION - TRAINING AND EXAMINATION PRACTICES
DIRECTIVE

SECTION ONE
General Principles

Objective

Article 1 – The objective of this Directive is to ensure equality of opportunity in education and to contribute positively to the success of disabled students enrolled in undergraduate, graduate or doctoral programs at Gebze Technical University because of the problems faced by disabled students in course and exam practices due to their disabilities.

Scope

Article 2 – This Directive includes the procedures and principles regarding the education-training and assessment-evaluation procedures applied for disabled students enrolled in undergraduate, graduate and doctoral programs at Gebze Technical University.

Basis

Article 3 – (1) This Directive has been prepared based on subparagraph (ğ) of Article 12 of the Regulation on Disability Counseling and Coordination of Higher Education Institutions, which entered into force after being published in the Official Gazette dated 14/08/2010 and numbered 27672,

(2) the decisions of the Higher Education Council Disabled Student Commission at the Higher Education General Assembly meeting dated 25.08.2011 regarding the amendment of the Higher Education General Assembly decision dated 21.01.2010 regarding the midterm and final exams conducted for disabled students in higher education institutions,

(3) the Gebze Technical University Barrier-Free GTU Unit Working Procedures and Principles, which was approved by the Gebze Technical University Senate on 01.04.2015 and entered into force.

Definitions

Article 4 – In this Directive;


a. University: refers to Gebze Technical University,

b. Rector: refers to the Rector of Gebze Technical University,

c. Student with Disabilities: refers to higher education students who have difficulties in adapting to social life and meeting their daily needs due to the loss of physical, mental, spiritual, emotional and social abilities to various degrees due to any reason, whether congenital or acquired, and who need protection, care, improvement, counseling and support services

d. Disabled Health Board Report: refers to a report obtained from a full-fledged health institution in which the loss of function due to disability is evaluated and the disability rate is specified,

e. Reader-Signer: refers to an instructor working at Gebze Technical University who accompanies students with disabilities in their exams and is familiar with the terminology of the course subjects being examined,

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- f. Course:** refers to compulsory, elective courses and application courses taught in undergraduate, graduate and doctoral programs at Gebze Technical University,
- g. Exam:** refers to the midterm exams and final exams held for undergraduate, graduate and doctoral programs at Gebze Technical University, as well as exams such as make-up, resit and single course exams held in addition to these exams..


SECTION TWO

Procedures and Principles Regarding Course Practices

Course Practices

Article 5 – The procedures and principles of course practices to ensure equality of opportunity in education by eliminating the problems faced by disabled students before, during and after the course due to their disabilities and to provide that the success of disabled students is not negatively affected due to course practices are as follows.

- a.** In classes with hearing-impaired students, the seating arrangement is planned so that students can easily see the lecturing/presenting instructor, regardless of whether they use a hearing aid or not,
- b.** In classes with hearing-impaired students, it is ensured that the lecturing/presenting instructor lectures facing the class, using auditory cues and adjusting the tone of voice,
- c.** It is ensured that the computers used by visually impaired students in practical courses using computers are made audible and that the course notes and books are presented electronically,
- d.** Visually impaired students are allowed to record lectures on objective topics with a voice recorder, excluding personal opinions and discussions,
- e.** Since visually impaired students cannot benefit from visual materials, it is ensured that the visually impaired students comprehend the material by giving verbal descriptions about the materials in the courses where these materials are used,
- f.** In order for visually impaired students to follow the course, relevant course materials (books, journals, tests, presentations, etc.) are given to students before the course in formats that they can listen to on their computers (MS Word, Mp3, etc.),
- g.** For visually impaired students, course notes and materials are prepared in Braille style or in audio, within the bounds of possibility, and in large fonts for those with partial visual impairment,
- h.** It is ensured that the classrooms for physically disabled students are located on the most architecturally appropriate floors,
- i.** The lecturing / presenting instructor in classes with disabled students prepares slides, presentations, cinevision, overhead projector, etc. documents related to the course, taking into account the disability groups,
- j.** Assistants can be appointed to support disabled students in their studies and course follow-up,
- k.** In the announcements and notices to be made regarding the courses or course programs, the disability status of disabled students is taken into consideration.

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Course Exemption

Article 6 – (1) Students who request exemption due to disability are given the equivalent of the course if it is elective, if there is no equivalent or if it is compulsory, the course is given through technological support or adaptation.


SECTION THREE

Procedures and Principles Regarding Exam Practices

Exam Practices

Article 7 - The procedures and principles of exam practices in order to ensure equality of opportunity in education by eliminating the problems faced by disabled students before, during and after the exam due to their disabilities and to provide that the success of disabled students is not negatively affected due to exam practices are as follows.

- a.** Taking into consideration the accessibility of students with disabilities, easy-to-reach examination halls located on the ground floors of buildings are planned and arranged as much as possible,
- b.** If the student with disabilities requests, it is ensured that they are tested as a single person by two examiners in an environment where they will not be disturbed by others and will not disturb others,
- c.** 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 disabilities of the disabled students,
- d.** If needed, disabled students are allowed to take the exams with auxiliary equipment (Hearing Aids, Telescopic Glasses, Prismatic Glasses, Magnifiers, etc.),
- e.** According to the disability status of the students, if appropriate, the exams of the students are conducted in the form of multiple-choice tests, otherwise, it is ensured that the disabled students write their exams in computer environment in line with their requests,
- f.** In case of need, a reader-marker (lecturer / research assistant) who is familiar with the terminology of the department related to the course being examined is assigned to accompany the written exams of disabled students,
- g.** If possible, the question booklet or question paper is prepared in Braille or in audio format for visually impaired students,
- h.** For students with partial visual impairment and low vision, the question booklet or question paper may be prepared in 16 - 18 font size or larger,
- i.** If appropriate, exams for hearing-impaired students are given as multiple choice tests,
- j.** Students with disabilities such as visual, hearing, attention deficit, hyperactivity, dyslexia - dysgraphia etc. are allowed to take the exam as a single person in halls separate from the normal exam halls, where they will not be disturbed by others and will not disturb others,
- k.** Visually impaired students who take the exam with a reader-marker or a large-print question paper or booklet, and disabled students with writing and movement difficulties are given an additional half of the exam time,

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l. If needed, students with disabilities are allowed to take exams with medication, medical equipment or fluids (Insulin Pump, etc.),

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

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

- a.** Reader assistance, peer support or assistance from one of the department instructors,
- b.** Writer assistance,
- c.** Use of tape recordings, computers, calculators,
- d.** Braille format,
- e.** Providing the exam paper in a larger font size,
- f.** Using the oral exam form (by taking the student's opinion).

Article 9 - (1) Students with a disability or illness may request a rest break in the exam if they document their condition to the Barrier-Free GTU Unit or the Department Head in advance.

- (2) a.** Students with traumatic brain injury may request a break in the exam to improve concentration,
- b.** Students with diabetes may request a break in the exam to take medication, food or water,
- c.** Students who are under medication for pain or psychiatric problems may request a break in the exam to rest or take their medication, if necessary,
- d.** Students who have suffered a spinal cord injury may request a break in the exam to exercise and rest in order to relieve muscle spasms, strains, etc.

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 lecturer/staff takes care that the lecture notes are provided in the form of audio recordings for students with visual impairment, written printouts for students with hearing impairment, and reproduced in large font for those with partial visual loss before the exam.

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


SECTION FOUR

Miscellaneous and Final Provisions, Conflicts and Lack of Provisions

Article 12 – In cases where there are no provisions in this Directive, the provisions of the relevant legislation and the decisions of the Higher Education Council and the Senate shall apply.

Enforcement

Article 13 – The provisions of this Directive enter into force on the date of its adoption by the Gebze Technical University Senate.

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Implementation

Article 14 – The provisions of this Directive are implemented by the Rector of Gebze Technical University.

	Senate Decision Adopting the Directive	
	Date	Number
	09.12.2015	2015/14
	University Senate Decisions Amending the Directive	
	Date	Number