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## TED UNIVERSITY

### TEDU Without Barriers Unit Directive

#### SECTION ONE


##### Aim, Scope, Basis and Definitions

**ARTICLE 1** – (1) The aim of this directive is to take the necessary measures to facilitate the lives of disabled students enrolled at TED University as well as disabled academic and administrative staff members working at the university; to regulate the working procedures and principles of the *TEDU Without Barriers Unit* established to ensure equality in academic, professional, social and cultural environments.

**ARTICLE 2** – (1) This directive has been prepared based on the *Law No. 5378 on Persons with Disabilities* published in the Official Gazette dated 07.07.2005 and numbered 25868 and the *Regulation on Disability Counseling and Coordination in Higher Education Institutions* published in the Official Gazette.

**ARTICLE 3** – (1) Definitions of certain terms used in this document are as follows:

- a) **Students/Staff with Disabilities:** Students or staff 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, rehabilitation, counseling and support services,
- b) **TEDU without Barriers Unit:** The unit established in accordance with the *Higher Education Institutions Disability Consultation and Coordination Regulation* published in the Official Gazette,
- c) **Disabled Student Representative:** A student who represents disabled students at the University and has a disability,
- ç) **Student Council Representative:** The student who represents the disabled students at the university and takes an active role in the student council,
- d) **Rector:** TED University Rector,
- e) **University:** TED University,

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## SECTION TWO

### **Organization of the *TEDU without Barriers Unit* and The *Commission for Students with Disabilities***

#### ***TEDU without Barriers Unit and the Commission for Students with Disabilities***

**ARTICLE 4** – (1) The *TEDU without Barriers Unit* and the *Commission for Students with Disabilities* at the University consist of the following people:

- a) Faculty members assigned to represent faculties and the Graduate School,
- b) Student Affairs Coordinator,
- c) Director or Representative of Administrative Affairs
- ç) Director or Representative of the Student Activities Office
- d) Director or Representative of the Student Development and Psychological Counseling Center
- e) Disabled Student Representative
- f) Student Council Representative
- g) Administrative Staff Representatives


(2) The organization of the *TEDU Without Barriers Unit* and the *Commission for Students with Disabilities* is as follows

- a) The *TEDU without Barriers Unit* works under the *Student Affairs Coordinator*, in cooperation with the *Commission for Students with Disabilities*, which reports to the Vice Rector for Education.
- b) One of the faculty members assigned to the *Commission for Students with Disabilities*, designated by the Vice Rector, presides over the commission.
- c) The term of office of the persons working in the *Commission for Students with Disabilities* is 3 years. Those whose term expires can be reappointed.

#### **Duties of the *TEDU without Barriers Unit***

**ARTICLE 5** – (1) The duties of the *TEDU without Barriers Unit* are as follows:

- a) To identify students with disabilities who are newly enrolled at TED University during registration in coordination with the Registrar's Office,
- b) To conduct a comprehensive needs analysis at the beginning of each academic year with the opinions of students and staff with disabilities and to ensure that the campus,

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including TEDU Student Dormitories, and the University's academic, social and cultural facilities are accessible to students/staff with disabilities in line with the emerging needs,


- c) To plan the orientation process of newly enrolled disabled students and disabled staff who have just started working at the university and to carry out this process in coordination with the relevant units,
- ç) To take initiatives to ensure that necessary measures are implemented for the education and training processes of students with disabilities in terms of space, materials and differences arising from the nature of the disability, and to contribute to the necessary arrangements,
- d) To refer students and staff with disabilities to the Student Development and Psychological Counseling Center to ensure that they receive the necessary support when needed,
- e) To refer students with disabilities to the Center for Teaching and Learning to ensure that they can receive the necessary peer support on academic matters if they need it,
- f) To support students with disabilities during their career planning, in coordination with the relevant units,
- g) To develop programs and projects, to organize activities such as seminars and conferences to increase the level of awareness and sensitivity of students and academic/administrative staff on disability,
- ğ) To take efforts to provide auxiliary tools and equipment for disabled students with financial difficulties,
- h) To contact the family when necessary to support the student's educational process and social-cultural adaptation,
- ı) To prepare the Annual Activity and Evaluation Report and submit it to the Office of the Rector for submission to the Presidency of the Council of Higher Education.

### **SECTION THREE**

#### **Principles for Education and Training Practices**

##### **Responsibilities of Instructors**

**ARTICLE 6** – (1) Instructors are responsible for acting in accordance with the legal regulations determined for disabled students and carrying out the necessary legal practices according to the disability status of the students.

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- (2) Activities for students with disabilities are carried out in coordination with the TEDU without Barriers Unit.
- (3) It is the responsibility of the instructors to carry out the education and training process by considering the condition of students with disabilities.
- (4) In order to provide educational comfort to students with disabilities, instructors must contact the *TEDU without Barriers Unit* for the provision of materials and devices that students need during the course.
- (5) Instructors must contact the *TEDU without Barriers Unit* in case of problems with students' access to the educational environment.
- (6) Instructors refer students with special needs to the *TEDU without Barriers Unit* when they realize that they have special needs during the education process.
- (7) Instructors must prepare the course content taking into account the needs of different disability groups.

### **Responsibilities of Students with Disabilities**

**ARTICLE 7** – (1) Students with disabilities must contact the *TEDU without Barriers Unit* in order to access academic, social and cultural support more easily.


- (2) At the beginning of each semester, it is the responsibility of the students to communicate with the instructors of the courses they are enrolled in and to inform the instructors about their specific situation and needs.
- (3) Students with disabilities contact the *TEDU without Barriers Unit* for the support they need during the course preparation process.
- (4) Students with disabilities must keep their contact information up to date on TEDU Portal.
- (5) Students with disabilities must contact the *TEDU without Barriers Unit* in case of a change in their disability status.

## **SECTION FOUR**

### **Principles for the Conduct of Examinations**

**ARTICLE 8** – (1) Exam venues are to be organized taking into account the accessibility of disabled students.

- (2) If necessary, the instructor may change the exam method used in the course according to the student's disability by contacting the *TEDU without Barriers Unit*.

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- (3) While making announcements, reminders or regulations regarding the exams, exam questions, etc. course instructors must take into account the specific conditions of disabled students.
- (4) If needed, students with disabilities are provided with auxiliary equipment to take exams.
- (5) If needed, a reader and a marker/writer who is familiar with the terminology of the course and the department related to the exam is to be assigned to accompany the written exams of students with disabilities.
- (6) If needed, students with disabilities are allowed to take exams with medication or medical supplies.
- (7) If needed, students with disabilities are allowed to use the restroom during the exam under the supervision of the proctor.

## **SECTION FIVE**

### **Principles for the Implementation of Social-Cultural Activities**

**ARTICLE 9** – (1) At the beginning of each academic year, orientation activities are to be carried out by the *Student Activities Office* in cooperation with *TEDU without Barriers Unit* in order to accelerate the adaptation of newly enrolled disabled students to the academic, social and cultural environment of the University.

- (2) The accessibility of social-cultural activities organized by the academic and administrative units of the University for disabled students and staff is ensured by the unit in charge of the activity in cooperation with *TEDU without Barriers Unit*.
- (3) Social-cultural activities and projects are to be organized by the relevant units of the University to raise awareness for or about the disabled by contacting other universities, public institutions and non-governmental organizations.
- (4) In order to meet the needs of disabled students participating in social-cultural excursions, conditions such as a vehicle suitable for disabled transportation and a sign language interpreter are provided by the unit organizing the excursion in cooperation with *TEDU without Barriers Unit*.
- (5) Activities organized by students with disabilities are to be supported with financial and in-kind contributions within the bounds of possibility.

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### **Miscellaneous Provisions**

**Cases where there are no provisions**

**ARTICLE 10** – (1) In cases where there are no provisions in this Directive, the provisions of the *Higher Education Institutions Disability Counseling and Coordination Regulation* and other relevant legislation, the decisions of the Council of Higher Education, the decisions of the Senate / Administrative Board are applied.

**Enforcement**

**ARTICLE 11** – (1) This directive enters into force on the date of its adoption by the Senate.

**Execution**

**ARTICLE 12** – (1) The provisions of this directive shall be executed by the Rector.

#### **SENATE SESSIONS WHERE REGULATIONS OR AMENDMENTS ARE ADOPTED**

DATE	DECREE NO.	EXPLANATION
02.02.2023	2023/5	First publication