



REGULATION ON EDUCATIONAL, INSTRUCTIONAL AND EXAMINATION MEASURES FOR STUDENTS WITH DISABILITIES

(Regulation issued under Articles 10(2) and 10(3), and Article 16(2) of the Arkin University of Creative Arts and Design Establishment and Operating Statutes, and under Article 68(1) of the Arkin University of Creative Arts and Design Associate and Undergraduate Registration, Instruction, Examination, and Achievement Statutes)

SECTION ONE Purpose, Scope, Legal Basis, and Definitions

1. Purpose and Scope

The purpose of this regulation is to set forth the procedures and principles for addressing the educational, instructional, and examination-related needs of students with disabilities, or students requiring special support, who are enrolled in programs at Arkin Creative Arts & Design University (ARUCAD), either as regular students or via international exchange programs for fixed terms.

2. Legal Basis

This Regulation shall be referred to as the “Arkin University of Creative Arts and Design Regulation on Educational, Instructional, and Examination Measures for Students with Disabilities” and shall be enacted by the University Senate.

3. Definitions

In this Regulation;

- a) **Unit:** Refers to the unit composed of coordinator academic staff appointed by the ARUCAD Rector, specialized in the field of disabilities or in a field closely related to special education,
- b) **Disabled Student:** Refers to a higher-education student who, due to congenital or acquired reasons, has lost or impaired physical, intellectual, mental, emotional, or social abilities to varying degrees, experiences difficulties in adapting to social life and meeting daily needs, requires protection, care, rehabilitation, counseling, and support services, and documents this condition with a health-board report,
- c) **Disabled Student Advisory and Coordination Unit:** Refers to the ARUCAD Disabled Student Advisory and Coordination Unit,
- d) **Rector:** the Rector of ARUCAD,
- e) **University:** Arkin University of Creative Arts and Design.

SECTION TWO

Procedures and Principles Regarding the Notification of Disability Status

4. Notification of Disability Status

- (1) The student is required to submit a valid health report to the Student Affairs Office during registration. The Rectorate may, if deemed necessary, have the authenticity and validity of the health report verified through an expert opinion, provided within a sealed and stamped envelope by the responsible Student Affairs personnel.
- (2) Upon approval of the health report, the student is directed to the Disabled Student Advisory and Coordination Unit.
- (3) Based on the approved health report and the submitted petition or form, the student's requests and needs for course and examination accommodations, as well as support measures, are forwarded—together with the recommendations of the Disabled Student Advisory and Coordination Unit—to the relevant Faculty Dean's Office / School / Institute Directorate. These requests are then evaluated and decided upon by the respective administrative boards.
- (4) In the decision, the educational, instructional, and examination needs of different courses shall be taken into account. The decision shall be communicated to the relevant student by the respective Faculty, School, or Institute.
- (5) To ensure the implementation of the decision, its distribution to the relevant academic staff and necessary units shall be carried out by the Faculty Dean's Office / School / Institute Directorate to which the student is affiliated.
- (6) Ensuring that the measures specified in the decision are implemented in a timely and proper manner, and maintaining communication and coordination among the student, all relevant academic staff, the Disabled Student Advisory and Coordination Unit, other relevant units, and the Faculty Dean's Office / School / Institute Directorate, shall be the responsibility of the respective Faculty, School, or Institute Directorate.

SECTION THREE

Procedures and Principles Regarding Course Practices

5. Course Practices

- (1) Ensuring the student's participation in the course is essential.
- (2) The seating arrangement shall be planned so that students can clearly see the academic staff delivering the lecture or presentation.
- (3) Students with hearing or visual impairments must be seated in the front rows during class, and the academic staff must present the lesson facing them.
- (4) Whenever possible, students shall be supported by providing course notes and/or presentations in accessible formats in advance.
- (5) Additional time may be granted for assignments.
- (6) Opportunities to follow the course via computer may be provided.
- (7) Opportunities to record the course may be provided.
- (8) Classrooms with physical accessibility must be allocated.
- (9) The needs of students with disabilities or requiring special support present in the classroom must be taken into consideration during lectures or presentations.
- (10) If there are students who are completely blind, presentations and visual materials must be provided with audio description. These students may attend the course via computer.

- (11) Upon the student's request, a simplified and concise language shall be used, depending on the type of disability.
- (12) For projects and assignments given to students with disabilities or those requiring special support, adaptations may be made in accordance with the student's disability status.

6. Course Exemption

Course exemptions shall not be granted for courses that students with disabilities or students requiring special support are unable to take due to their disability status. Instead, with the approval of the relevant Faculty, School, or Institute, and in line with the opinions of the academic advisor and the course instructor, an appropriate arrangement shall be made regarding the conduct of the course. If the course is an elective, an equivalent course shall be offered, if available. If no equivalent exists, or if the course is compulsory, the course shall be delivered with consideration of the disabled student's needs, supported by evolving techniques and practices.

SECTION FOUR

Procedures and Principles Regarding Examination Practices

7. Conduct of Examinations

- (1) Examination halls shall be arranged with consideration of the accessibility needs of students with disabilities.
- (2) Any announcements, reminders, or corrections regarding the examination or the questions made by the invigilators shall take into account the disability status of the students.
- (3) Students with disabilities shall be allowed to bring and use assistive devices during examinations, in accordance with their requests.
- (4) Upon request, an academic staff member proficient in the terminology of the relevant discipline shall be assigned as a reader or scribe for written examinations taken by students with disabilities.
- (5) Upon request, students with disabilities shall be permitted to write their examinations in a computer-based format.
- (6) At the request of visually impaired students, the question booklet or question sheet shall be prepared in Braille (embossed format) or audio form.
- (7) For students with partial visual impairment, the question booklet or question sheet shall be prepared using large-print formats.
- (8) Students with disabilities such as visual impairment, hearing impairment, attention deficit, hyperactivity, dyslexia–dysgraphia, etc., shall be provided with individual examination rooms separate from standard examination halls, ensuring that they neither disturb others nor are disturbed by others.
- (9) Due to speech impairment or hearing disability, appropriate accommodations and an appropriate assessment and evaluation system shall be employed in oral examinations.
- (10) Students with visual impairments who take examinations with the assistance of a reader, scribe, or large-print question booklet, as well as students with disabilities affecting writing or mobility, shall be granted additional time amounting to two-thirds of the standard examination duration.
- (11) Upon request, students with disabilities shall be permitted to bring medication, medical supplies, or liquids (such as an insulin pump, etc.) into the examination.
- (12) During the examination, if required due to the student's type of disability, the invigilator may permit a brief interruption of the examination under supervision, provided that the student returns and continues the exam.

SECTION FIVE

Other Provisions

8. Cases Not Providing Provisions in the Regulation

In cases not explicitly regulated by this Regulation, the provisions of other relevant legislation, as well as the decisions of the Board of Trustees, the Council of Higher Education (YÖK), the Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK), the Senate, the University Administrative Board, and other relevant boards shall apply.

9. Entry into Force

This Regulation shall enter into force on the date of its approval by the Senate of Arkın Creative Arts and Design University.

10. Authority of Execution

The provisions of this Regulation shall be executed by the Rector of Arkın Creative Arts and Design University.