



Senate Decision Date: 26.07.2024

Meeting No: 07

CYPRUS AYDIN UNIVERSITY
DIRECTIVE ON THE DISABLED STUDENT UNIT
CHAPTER ONE

Purpose, Scope, Legal Basis, and Definitions

Purpose

Article 1 – (1) The purpose of this Directive is to determine the principles and procedures governing the operation of the Disabled Student Unit established to take necessary measures and make arrangements to facilitate the academic life of students with disabilities enrolled at Cyprus Aydın University, to ensure their full participation in educational processes by providing an appropriate academic environment, and to regulate the procedures to be carried out in order to ensure equality of opportunity in education by eliminating the problems they encounter in course and examination practices due to their disabilities.

Scope

Article 2 – (1) This Directive covers the arrangements to be made for students with disabilities enrolled at Cyprus Aydın University.

Legal Basis

Article 3 – (1) This Directive has been prepared in accordance with Article 11 of the Regulation on Counseling and Coordination for Disabled Individuals in Higher Education Institutions, which was published in the Official Gazette of the Republic of Türkiye dated 14.08.2010 and numbered 27672 and entered into force.

Definitions

Article 4 – (1) For the purposes of this Directive:

- a) **University:** Cyprus Aydın University
- b) **Rector:** The Rector of Cyprus Aydın University
- c) **Academic Unit:** Faculties, institutes, and schools affiliated with Cyprus Aydın University
- d) **Regulation:** The Regulation on Counseling and Coordination for Disabled Individuals in



Higher Education Institutions, published in the Official Gazette of the Republic of Türkiye dated 14/08/2010 and numbered 27672, and entered into force.

e) Disabled Student Unit: The unit established at Cyprus Aydın University pursuant to Article 11 of the Regulation.

f) Board of Directors: The board to be formed by the Cyprus Aydın University Disabled Student Unit.

g) Student with Disability: A higher education student who, due to the loss of physical, mental, psychological, emotional, or social abilities to varying degrees, whether congenital or acquired later, experiences difficulties in adapting to social life and meeting daily needs, and who requires protection, care, rehabilitation, counseling, and support services.

h) Disabled Student Representative: The representative serving as a member of the Disabled Student Unit.

i) Disability Health Board Report: A document prepared by the relevant health boards of the Republic of Türkiye or the TRNC, indicating individuals' disability and health status and its intended use.

j) Course: Compulsory and elective courses offered in associate, undergraduate, master's, and doctoral programs at Cyprus Aydın University.

k) Examination: Midterm and final examinations conducted within associate, undergraduate, master's, and doctoral programs at Cyprus Aydın University, as well as make-up, resit, single-course, and similar examinations.

CHAPTER TWO

Disabled Student Unit,

Board of Directors, and Principles of Operation

Disabled Student Unit

Article 5- (1) The Cyprus Aydın University Disabled Student Unit consists of a Vice Rector as chair, at least two faculty members specialized in the field of disability or in a field closely



related to special education or having studies in this field, the Vice Deans/Assistant Directors responsible for student affairs from all academic units (faculties, schools, vocational schools, and institutes), the University Secretary General and Department Heads, and the University Disabled Student Representative.

(2) The Disabled Student Unit convenes at least twice in each academic year, evaluates the activities carried out by the University for students with disabilities, and provides opinions on new arrangements for the following term.

Disabled Student Unit Board of Directors

Article 6-

(1) The Cyprus Aydın University Disabled Student Unit Board of Directors consists of the relevant Vice Rector as chair, the University Secretary General, at least two faculty members who have conducted studies in the field of disability or are specialized in a field closely related to special education, the Dean of Students, and the University Disabled Student Representative.

(2) Members of the Disabled Student Unit Board of Directors (excluding the disabled student representative) are appointed by the Rector for a term of three (3) years. Members may be reappointed upon the expiration of their term. In the event that a member leaves before the end of their term, a new member of the same status may be appointed to complete the remaining term.

(3) The Disabled Student Unit Board of Directors convenes at the beginning of each semester and at other times when deemed necessary, on a date determined by the responsible Vice Rector. In line with the duties of the unit, the Board evaluates student applications across the University, makes decisions regarding the measures to be taken, and supervises their implementation. The Board of Directors may invite faculty members from relevant departments and subject-matter experts, depending on the needs of different disability groups, to attend the meetings. The Board convenes with an absolute majority and decisions are taken by majority vote; in the event of a tie, the decision supported by the Chair of the Board of Directors is deemed to be accepted.

Disabled Student Advisors

Article 7- (1) In order to ensure the implementation of the decisions taken by the Disabled Student Unit Board of Directors, to monitor the activities carried out, and to meet the needs of



students with disabilities in the academic unit for which they are responsible, a faculty member is appointed by the Dean/Director as a Disabled Student Advisor for a term of three (3) years, working in coordination with the Disabled Student Unit.

Disabled Student Representative

Article 8- (1) The Disabled Student Representative is elected for a term of two (2) years, limited to the duration of student status, in accordance with the procedures specified in this Directive. The representative serves as a member of the Disabled Student Unit Board of Directors in order to ensure the necessary coordination between students with disabilities and the Disabled Student Unit.

CHAPTER THREE

Principles for the Election of the Disabled Student Representative

Election of the Disabled Student Representative

Article 9- (1) The election of the disabled student representative, to be determined by students with disabilities in faculties, institutes, vocational schools, and schools affiliated with the University, is conducted in accordance with the principles specified in the relevant article of the *“Cyprus Aydın University Student Council Directive.”* The candidate receiving the highest number of votes in the election becomes the “University Disabled Student Representative.” The election is held at the Rectorate under the supervision of the Directorate of Student Affairs.

(2) In the election of the disabled student representative, the election calendar determined in accordance with the Cyprus Aydın University Student Council Directive is applied.

Qualifications Required for Candidates for Disabled Student Representative

Article 10- (1) The provisions of the relevant article of the Cyprus Aydın University Student Council Directive apply to students who will be candidates for Academic Unit Disabled Student Representative positions.



CHAPTER FOUR

Duties of the Disabled Student Unit

Duties of the Disabled Student Unit

Article 11- The duties of the Cyprus Aydın University Disabled Student Unit are as follows:

- a) To identify the needs of students with disabilities enrolled in higher education programs in areas such as education, instruction, scholarships, administrative services, physical accessibility, accommodation, social services, and similar fields during their studies, to determine the measures to be taken to meet these needs, to propose solutions, and to carry out necessary arrangements in coordination with other units or departments within the university.
- b) To carry out activities aimed at ensuring that the educational environment is adapted so as not to hinder the academic, physical, and social lives of students with disabilities; to provide necessary equipment and materials for students with disabilities; to prepare specialized course materials; and to meet their needs related to education, research, and similar areas.
- c) To prepare and disseminate publications that provide information to students and faculty members at the higher education level about disability, the limitations it entails, and the necessary accommodations. to carry out such activities, to prepare documents for faculty members, to raise awareness levels, to provide consultancy services to relevant parties, and to offer in-service training when necessary.
- d) To develop programs and projects to increase awareness and sensitivity in the field of disability, and to organize seminars, conferences, and similar activities.
- e) To prepare and implement the unit's work program, to determine the requirements necessary for its activities, and to prepare and submit the annual activity report to the Vice Rector to whom the unit is affiliated.
- f) To establish feedback mechanisms that include publications, documents, and information intended for stakeholders on matters within the scope of duties and activities of disabled student units in higher education institutions, and to enable students with disabilities studying at universities to express their problems and requests.
- g) To monitor the implementation of the decisions taken and the strategies determined.
- h) To carry out activities aimed at providing assistive devices and equipment for students with disabilities who face financial difficulties.



- i) In order to ensure that all students are assessed fairly and accurately, to provide equality of opportunity, and to make the educational process meaningful for students with disabilities; to make supportive arrangements regarding examination duration, location, materials, and the provision of a reader/assistant, and to take necessary measures in accordance with differences arising from the nature of the disability.
- j) To take measures to prepare informative materials regarding employment opportunities and professions and to ensure that these are delivered to students with disabilities.
- k) To identify students with disabilities during the registration process of those admitted to higher education programs.
- l) To ensure that the university campus, as well as the buildings and open areas within the campus, are accessible for students with disabilities.

CHAPTER FIVE

Course and Examination Practices for Students with Disabilities

General Provisions

- a) Faculty members are obliged to keep confidential the personal data of students with special needs provided by the Disabled Student Unit.
- b) A request field shall be added to course schedules through which special accommodations required based on disability status can be indicated.
- c) If the requests and their justifications are deemed appropriate by the Disabled Student Unit Board of Directors, students with special needs shall be allowed to follow their face-to-face courses through the programs and applications of the Distance Education Center for a certain period.
- d) At the beginning of the academic year, an orientation meeting shall be organized by the Disabled Student Unit for students with special needs.
- e) Assignments and projects given to students with special needs shall be adapted by taking into account their disability group.
- f) Course and examination practices shall be carried out in accordance with the *Principles for Course and Examination Practices According to Disability Types*, which constitute an annex to this Directive.



Course Practices

Article 12- (1) The matters related to the measures to be taken in order to eliminate the difficulties encountered by students with disabilities during courses and to ensure equality of opportunity in education, based on disability conditions documented by a Disability Health Board Report and declared through a petition submitted to the Disabled Student Unit, are specified within the scope of the *Principles for Course and Examination Practices According to Disability Types*.

Examination Practices

Article 13- (1) The matters related to the measures to be taken in order to eliminate the difficulties encountered by students with disabilities during examinations and to ensure equality of opportunity in education, based on disability conditions documented by a Disability Health Board Report and declared through a petition submitted to the Disabled Student Unit, are specified within the scope of the *Principles for Course and Examination Practices According to Disability Types*.

CHAPTER SIX

Miscellaneous and Final Provisions

Cases Where No Provision Exists

Article 14- (1) In cases where no provision exists in this Directive, the relevant legislation, as well as the decisions of the Senate and the University Administrative Board, shall apply.

Entry into Force

Article 15- (1) This Directive enters into force on the date it is approved by the Senate.

Execution

Article 16- (1) The provisions of this Directive are executed by the Rector of Cyprus Aydın University.



ANNEX: Principles for Course and Examination Practices According to Disability Types for Students with Disabilities



**ANNEX TO THE CYPRUS AYDIN UNIVERSITY DIRECTIVE ON THE
DISABLED STUDENT UNIT**

**PRINCIPLES FOR COURSE AND EXAMINATION PRACTICES ACCORDING
TO DISABILITY TYPES FOR STUDENTS WITH DISABILITIES**

Course Practices:

(1) For students with visual impairments:

- a) Care is taken to provide verbal descriptions of visual materials included in the course content, such as images, graphics, and tables.
- b) Students with low vision are seated in a position where they can clearly follow the instructor and the board, and an appropriate seating arrangement is ensured.
- c) Permission is granted to make audio recordings during classes; if the instructor has concerns regarding the confidentiality of the recording, the student is required to provide a commitment that the recording will not be shared with others.
- d) In computer-based practical courses, computers that can be used by students who are blind or have low vision are provided. Necessary software to ensure accessibility is installed on these computers or the required hardware support is provided.

(2) For students with speech impairments:

- a) For students with speech difficulties, especially in oral presentations, care is taken to provide additional time or to allow preference for visual and written expression.
- b) When the student is given the floor, sufficient time is provided for them to speak.
- c) If the student's speech is not understood, they may be asked to repeat it.
- d) Questions that allow the student to give short responses are directed to the student.
- e) The use of tools and equipment that facilitate the student's communication is supported.

(3) For students with hearing impairments:

- a) Students with partial hearing are seated in a manner that enables them to hear the instructor clearly and minimizes the impact of other sounds.
- b) Care is taken to write announcements on the board.
- c) Course delivery is supported with written explanations and repetition.
- d) If the student relies on lip-reading, care is taken to ensure that the instructor delivers the lecture while facing the student.
- e) If a video, film, or similar material is shown during the lesson, it is ensured that the material includes subtitles.
- f) Upon request of students using hearing aids, FM (Frequency Modulation) systems that reduce background noise and reverberation are provided.

(4) For students with physical disabilities:

- a) It is ensured that the arrangements made in the classroom related to the student's disability (such as seating arrangement, provision of special desks/chairs, etc.) are maintained.
- b) When necessary, assistive devices used by the student are provided.
- c) If the student is unable to use their hands, arrangements are made to assign a person to assist with note-taking during classes, or lecture notes are provided in written form.



- d) Considering that students may require more effort and time for tasks such as moving between buildings for classes, leaving the classroom during breaks, or going to and from the cafeteria, and may therefore experience greater fatigue, additional time may be granted.

(5) For students with Dyslexia:

- a) If the student experiences difficulty taking notes, special permission is granted for recording the lesson.
- b) Due to difficulties in perceiving black-and-white contrasts, care is taken to use colored markers on the whiteboard.
- c) Extensive reading lists may constitute an overwhelming burden for students with dyslexia; therefore, the instructor makes necessary arrangements regarding the order and priority of readings.
- d) In order to enable the student to come better prepared and follow the lesson, reading materials, lecture notes, and PowerPoint presentations are provided in advance. If it is not possible to provide PowerPoint presentations beforehand, the topics to be covered in the lesson are outlined at the beginning of the class, or the main headings are written on the board.
- e) Students with dyslexia may not be required to read a text aloud in front of others during class or seminars.
- f) In mathematics courses, care is taken to explain the terminology used and to provide additional exercises to facilitate students' understanding.
- g) To support concentration, visual materials are prepared with increased line spacing and larger font size.

(6) For students with attention deficit and hyperactivity disorder:

- a) Individual meetings are held with students to support and maintain their motivation.
- b) Permission is granted to make audio recordings during classes.
- c) Written documents are provided to the student in electronic format.
- d) Course-related materials are provided to the student before the lesson.
- e) Necessary arrangements are made to allow the student to take breaks when needed.

(7) For students with learning difficulties (Intellectual disabilities):

- a) Necessary measures are taken to ensure that the course content is presented to the student in a highly detailed manner.
- b) The timing and sequence of course-related activities are clearly specified.
- c) Necessary measures are taken to provide the list of reading materials at the beginning of the term.
- d) Sensitivity is shown in providing additional time for assignments or dividing extensive assignments into smaller parts.
- e) The student is allowed to use technological tools such as calculators and computers during the lesson in order to facilitate understanding.

(8) For students with chronic illnesses:

- a) Students with special needs due to health conditions are allowed to take their medication during class when necessary.
- b) If needed during the lesson, students may be allowed to leave the classroom temporarily due to biological or psychological needs they may experience.



- c) Seizures or symptoms of students with diabetes or epilepsy may not always be clearly observable. Conditions such as chronic pain, head injuries, blood disorders, kidney diseases, and arthritis may significantly affect daily life. Considering that the student may be fatigued or stressed due to their condition, or inattentive or prone to sleep due to medication, necessary measures are taken.
- d) The support needs and coping strategies of students with long-term psychological disorders such as bipolar disorder, schizophrenia, depression, and anxiety may vary from individual to individual and over time. While some students may require support only during stressful periods, others may require support throughout all or part of their courses. Therefore, individualized guidance should be provided for each student.

(9) For students diagnosed with Asperger Syndrome or other Autism Spectrum Disorders:

- a) These students may have difficulty understanding nuances of language such as metaphors, jokes, and idioms, and may interpret statements literally. In cases of misunderstanding, explanations should be provided with examples to support comprehension.
- b) They may have difficulty understanding or may not understand communication based on gestures, facial expressions, and body language. Therefore, the intended message should also be conveyed verbally and in clear terms to facilitate understanding.
- c) Due to difficulties in communication, students with Asperger Syndrome may have low motivation to participate in activities such as social events or group work. Support from classmates may be provided, and measures should be taken to facilitate their participation in group activities.
- d) They may experience difficulties in empathy and in evaluating situations from different perspectives. Therefore, they may have difficulty understanding social situations and alternative approaches. Concrete examples should be provided to facilitate understanding in such cases.
- e) They may display obsessive tendencies toward topics of interest. They may experience motivational difficulties in subjects that do not attract their interest. In order to increase motivation, strategies such as assigning engaging research tasks may be applied.
- f) Since unexpected changes in classroom routines may increase their anxiety, any changes in course schedules or examination dates should be communicated in advance and, if possible, in written form.
- g) They generally do not prefer writing and their handwriting may be illegible. They may have difficulty taking notes during class. Therefore, lecture notes should be provided in advance in written form, and key points should be emphasized.
- h) In situations where their anxiety increases due to noise, overcrowding, or other factors and they experience high levels of stress, they should be allowed to leave the classroom and go to a quiet place.

Examination Practices

(1) For students with visual impairments:



- a) Upon the student's request and with the approval of the Disabled Student Unit, arrangements are made for the student to take the examination in a single-person environment under the supervision of a proctor.
- b) If requested by the student, examination materials are printed in enlarged format.
- c) When necessary, support is provided in the form of a reader, such as a research assistant, during examinations.
- d) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.
- e) When necessary and appropriate conditions are ensured, the use of a laptop during examinations is permitted.
- f) If needed, students are allowed to take examinations using assistive devices (such as telescopic glasses, prismatic glasses, magnifiers, etc.).
- g) Depending on the student's condition and the scope of the course, necessary arrangements are made if an oral examination format is preferred.
- h) In examinations and assignments, situations requiring a more tolerant approach regarding spelling and punctuation rules are taken into consideration.

(2) For students with speech impairments:

- a) For students with speech difficulties, especially in oral examinations, additional time is provided or preference is given to visual and written forms of expression.
- b) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.

(3) For students with hearing impairments:

- a) If needed, students are allowed to take examinations using assistive devices (such as hearing aids, etc.).
- b) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.
- c) In examinations and assignments, situations requiring a more tolerant approach regarding spelling and punctuation rules are taken into consideration.

(4) For students with physical disabilities:

- a) Examinations for students with physical disabilities are conducted in fully accessible environments.
- b) If the student is unable to use their hands, a person is assigned to assist in writing the student's responses during the examination.
- c) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.

(5) For students with dyslexia:

- a) In the evaluation of examinations (foreign language or other subjects), spelling errors are not taken into consideration unless they constitute an explicit component of the assessment.
- b) During the evaluation of examinations or assignments, effort is made to provide constructive feedback, and the use of discouraging or humiliating comments is avoided.



- c) During the evaluation of examinations or assignments, care is taken not to use a “red pen,” and corrections or feedback are provided using a different color.
- d) Care is taken to ensure that tables and graphs used in examinations or courses are made more visible and distinguishable.
- e) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.
- f) Optical answer sheets used in examinations may not be suitable for students with dyslexia; therefore, they are allowed to mark their answers directly on the exam booklet.
- g) Particularly in the listening sections of language examinations, the audio recording to be played may be paused intermittently by the proctor, allowing the student to take notes during these pauses and subsequently answer the questions.
- h) In the reading sections of language examinations, when the texts are lengthy, a similar procedure to that applied in the listening section is implemented.
- i) In order to support the student’s concentration, examinations are conducted in a calm and quiet environment; upon the student’s request and with the approval of the Disabled Student Unit, arrangements are made for the student to take the examination in a single-person setting under the supervision of a proctor.
- j) If the student has difficulty writing, a person is assigned to assist in writing responses; if the student has difficulty reading, a person is assigned to read the questions.

(6) For students with attention deficit and hyperactivity disorder:

- a) Necessary measures are taken to allow examinations to be conducted separately, taking into account the student’s needs and preferences.
- b) In examinations and assignments, situations requiring a more tolerant approach regarding spelling and punctuation rules are taken into consideration.
- c) Oral examination formats are preferred for students with attention deficit and hyperactivity disorder.
- d) ç) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.

(7) For students with learning difficulties (intellectual disabilities):

- a) If the student experiences difficulty in written expression, oral examinations or examinations consisting of short-answer or fill-in-the-blank questions are preferred.
- b) When deemed necessary, the student’s examination is conducted individually.
- c) Before the examination begins, it is verified whether the student understands the questions, and the student is allowed to express the questions in their own words.
- d) In courses such as mathematics, science, and technology, evaluation of examination results includes not only the final answer but also the procedures followed.
- e) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.

(8) For students with chronic illnesses:

- a) Students with special needs are allowed to take examinations with their medications, medical supplies, or similar items.
- b) If needed during the examination, students with special needs may be allowed to take short breaks under supervision, with the condition that they return to complete the examination, due to biological or psychological needs they may experience.



- c) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.

(9) For students diagnosed with Asperger Syndrome or other Autism Spectrum Disorders:

- a) As these students generally do not prefer writing and their handwriting may be illegible, examinations should preferably be conducted in the form of tests or short-answer questions instead of classical written exams; they should be allowed to prepare assignments such as research papers using a computer.
- b) Crowded environments, excessive heat or poorly ventilated spaces, certain perfumes, and similar factors may increase anxiety and lead to distressing behaviors. Taking into account the student's needs and preferences, necessary measures are taken to allow examinations to be conducted separately.
- c) In oral examinations, care should be taken to avoid abstract language, and it should be ensured that the student understands the question; if necessary, the question should be repeated in simpler terms.
- d) When necessary, the student is granted additional time equivalent to one-third of the standard examination duration.