

# KHAZAR UNIVERSITY



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Tempus



ESFIDIP



## GUIDELINES

of the Center for Students with Disabilities of  
Khazar University

Baku- 2016



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## **Guidelines of the Center for Students with Disabilities of Khazar University**

These guidelines should be viewed in Annex to the Charter of the Center for Students with Disabilities of Khazar University

### **1. Structure of the Center**

The Center provides support and services for students with disabilities. The Center's tasks are organization and coordination of all the issues connected with students with disabilities at the University such as: the application procedures, monitoring the implementation of the policies regarding students with disabilities, contacts and advising academic and administrative staff and arranging for the necessary facilities, support and information. The Center is located in an accessible room equipped with facilities for persons with disabilities in one of the campuses of the University. All the information about the center: its structure, services provided and operational hours is available at the University website.

The main function of the Center is to provide information and assistance which will facilitate students with disabilities to achieve their academic requirements. The Center provides assistive technology to support educational goals as well as assist in creating examination arrangements according to the individual needs of students resulting from their disability.

The Center assists and provides services for university students with following disabilities: visually impaired and partially sighted, mobility impaired and speech disabilities. The coordinator of the Center presents the guidelines on how to support and assist different kind of disabilities to all faculties of the University.

The Center is staffed with one full-time coordinator. Additionally, there are two or three (responsible) persons who support and assist the activities of the Center on voluntary-basis. The coordinator is responsible for the overall management and reporting of the Center. He or she develops the work plan of the Center and its implementation.

The Center is available for consultation for students from Monday to Friday, 10:00 AM to 5:00 PM. Other consultation hours may be available on prior arrangement. To schedule an appointment, students are requested to call or write an e-mail to: [rmammadova@khazar.org](mailto:rmammadova@khazar.org)

Tel.: (+99412) 4217916 (Ext 234)

### **2. Code of Conduct or Rules**

Students requesting academic accommodation must provide appropriate documentation satisfactory (reference from the doctor) to the University and Center after being admitted to the University). During the document admission to the university, all students are informed about the Center and its activities. All the necessary information is provided by the coordinator of the Center.

First, all students with disabilities wishing to register at the center to receive its services have to fill the "Registration Form" and present appropriate documentation satisfactory such as reference from the doctor. Then upon receipt and review of the documents, an intake appointment is scheduled to get more necessary details about student. During the meeting student is interviewed and then informed about the guidelines and internal rules on how to request and use the accommodation. If there will be any additional services and supports which students with disabilities ask from the Center and these services and supports are not regulated by the guidelines, then Advisory Committee discusses and assesses individual student needs.

Students with disabilities who require academic accommodation, such as letter to instructor, arrangements for appropriate seating in the classroom, arrangements for appropriate seating should be mentioned in the letter for lecturer and library in courses must normally make request to the Center no later than 10 days before the class day.

Students who require academic accommodation during the exam must make request to the Center no later than one week before the exam day. The Center is responsible for informing the department/school and a responsible person conducting the examination about the names of those students who will take examination at least three working days prior to the scheduled date of the Examination. This person is responsible to inform both, the department/school and the students about the results of the examination. It is the responsibility of the student with disability to request specific accommodations each semester via contacting the Center.

### **The Center's contact information:**

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### **3. Procedures**

The Center provides with the guidelines all academic and administrative staff. The coordinator of the Center presents the guidelines on how to support and assist students with different kind of disabilities to all faculties of the University as well. The Center also supports administration staff in providing accommodations facilitating development of inclusive education and process.

Support services, and programs that are available at the Center include:

- Providing the assistive equipment and software such as braille printer, pearl + openbook document reading camera, braille display, magic large print keyboard, maltron expanded keyboard, haydi

switch mouse, magic for windows and JAWS screen reader professional

- Coordination and administration of specialized services, including consultation and advice at the faculty concerning accommodation for individual students resulting from their disability:

- Counseling and advising;

- Syllabi prepared by the instructors in advance

- Conversion of instructional materials to accessible formats;

- Support for Examinations including extra time, a private room, use of a computer, adaptive software or word processor, or access to a reader as needed - Alternate scheduling for the completion of course, project, thesis work, or examinations;

- Informing the faculty that prolonged period of time for completion of a course may be advised due to student's needs resulting from disability, it should be included in letter to teacher

- Enlarging and brailing of materials;

- Extended time for tests (usually up to time and a half or double time);

- Priority seating;

- Getting permission from the instructor to record class lectures;

- Training volunteer students;

-Arranging trainings, seminars and workshops to the students with and without disabilities in different educational themes;

Instructional materials transformed to the accessible formats can be given to the students with disabilities for using materials at home. In this case, student must promise faithfully and sign the declaration/agreement that he or she will not distribute it and will protect the copyright.

#### 4. Advisory Committee

Advisory Committee which makes decisions and monitors the work of the Center is appointed by the Rector of the University. Generally, the Committee meets annually in the end of June. However, if it is necessary, the coordinator of the Center arrange additional meetings. It has the following responsibilities:

1. To support in preparation of activities, strategy and policy of the Center

2. To monitor and evaluate the results of activities of the Center

3. To discuss and assess future requests from the students with disabilities that were not pointed in the guidelines.

4. To review, evaluate, and recommend Charter, guidelines and policies of the Center that address the needs of students with disabilities.

Members of the Advisory Committee are the following academic and administration staff and one student with disabilities:

1. Vice Rector for Academic Affairs
2. Instructor from the Department of Psychology
3. Instructor from the Department of Education
4. Coordinator of the Center
5. Student with Disabilities

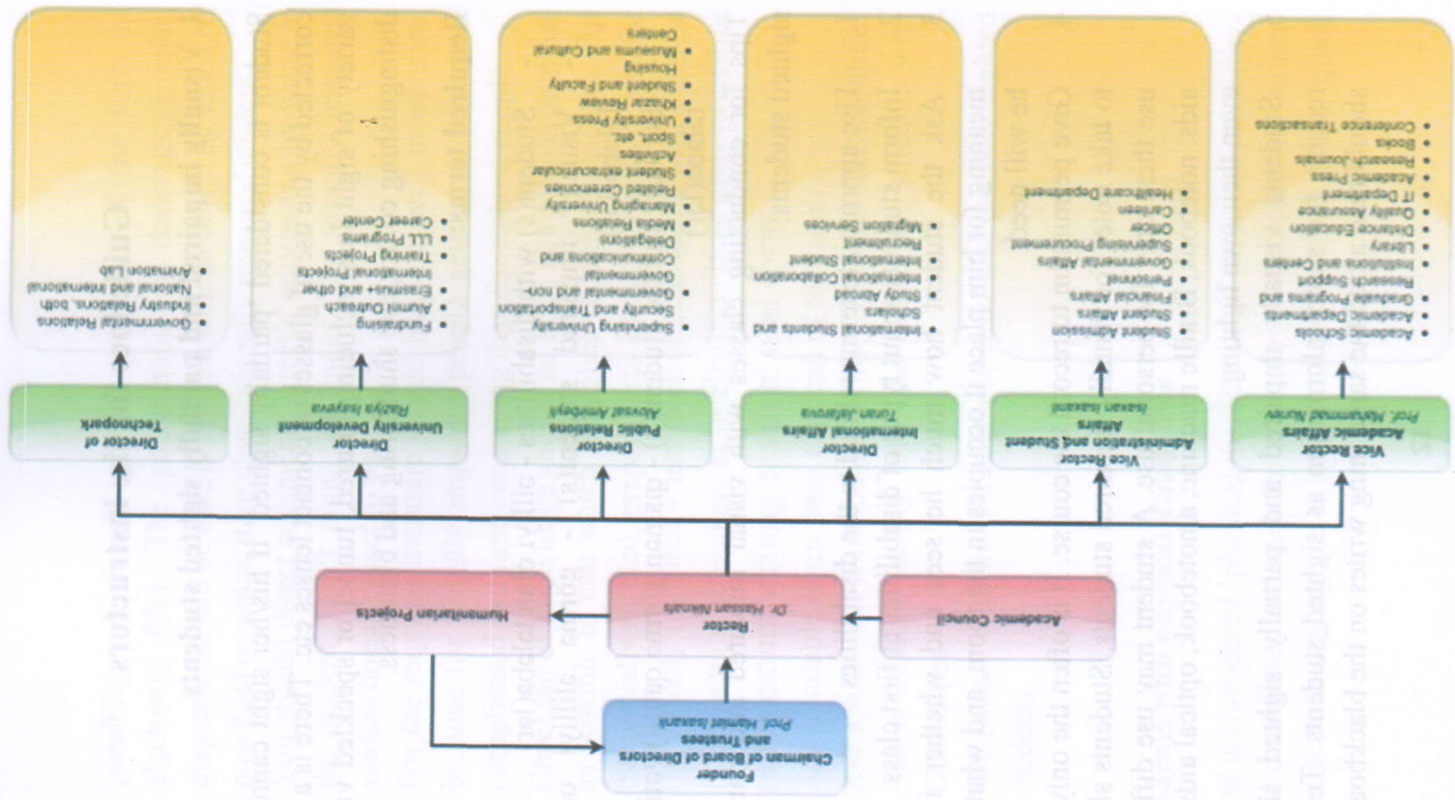
### 5. Confidentiality

The Center maintains appropriate confidential records of each registered student with disability. These records include the student's name, address, student identification number, evidence of disability/illness from the doctor, support services needed and provided and reference from the Advisory Committee and other documents provided by the student. All such records have to be protected and the confidentiality has to be ensured. All documents which student with disabilities request have to be given only to the student himself, not other person. If only other person e.g. family member acts on behalf of the student, he/she must have legal competence to do this.

### 6. Organizational Chart

The Center for Students with Disabilities is subordinate to main offices which are: Rector and Vice-Rector for Academic Affairs at Khazar University.

**Khazar University Organizational Chart**



## Guidelines for the instructors

### 1. Visually impaired and partially sighted students

Student is considered 'partially sighted' if his/her sight cannot be corrected by the use of glasses or contact lenses etc. There is a huge variety of sight loss including blurred, tunnel or speckled vision, distinguishing colors, eye shuddering and blindness.

#### Required terms:

- Student(s) with disabilities - əilliyi olan tələbə(lər)
- Visually impaired student(s) - görmə əilliyi olayan tələbə(lər)
- Partially sighted student(s) - qismən görmə qabiliyyəti olan tələbə(lər)

Tips for conducting classes with visual impaired and partially sighted students:

1. Use appropriate terms related to the disabilities
2. Inform students about types of disabilities at first class
3. Ask the student how much he sees and whether it has meaning for him place it occupies in the room, and what help he will need.
4. Give permission to record the course. It is often the only way to take notes for visually impaired students. Students should use them only for personal use. A student may use different aids: notebook, Braille machine, a notebook, optical aids, and even their own lighting.
5. Students visually impaired and partially sighted should receive the same information as sighted students. Teacher should read aloud the same thing writes on the blackboard. If

possible, you should provide materials in the form of electronic files. The presentation of drawings, graphs, diagrams should be able to consult with an object by touch (if possible) or watch it up close (visually impaired student).

6. You should direct comments directly addressing by name to the student. Don't point the finger. The visually impaired student doesn't react to your look.
7. For the required literature should be given well in advance, because for visually impaired people getting to it is more complicated and time consuming than for sighted people.
8. Checking of knowledge should be done in a manner as close as possible to that which is applied to sighted students. For the partially sighted, prepare tests using a large font, and for the visually impaired – test in electronic form (which can be filled using a computer) or in Braille. It is also possible replacement writing exam to oral form.
9. Ask a suitable room from the dean of the faculty
10. Ask a volunteer from the Center for students with Disabilities
11. Ask a suitable facility from the Center for students with Disabilities
12. Be patient with the visually impaired and partially sighted students

### 2. Students with physical disabilities

Student is considered 'physical disabilities' if his/her has mobility-related disabilities and uses for example a wheelchair or walker. Problems with seating for a long time in the same place, quick



tiredness, the difficulty in writing, the slower pace of work are also considered as physical disabilities.

**Required terms:**

- Student(s) with physical disabilities - fiziki məhdudiyəti olan tələbə(lər)
- Mobility impaired student(s) - məhdud hərəkətli tələbə(lər)
- Wheelchair(s) - təkərli kürsü(lər)
- Walker(s) - əsa(lar)

Tips for conducting classes with the students with physical disabilities:

1. Use appropriate terms related to the disabilities
2. Inform students about types of disabilities at the first class
3. Ask the student what for him/her is the biggest problem and what kind of supports he/she needs
4. Ask an accessible room from the dean of the faculty
5. Ask a volunteer from the Center for students with Disabilities
6. Ask a suitable facility from the Center for students with Disabilities
7. Provide class materials before the class
8. Plan activities in such a way as to take into account the problems and needs of this group of students. Minimize the need to move between classes
9. Recording of the course is often the only way to take notes by people with physical disabilities, especially the hands. Students should use them only for personal use
10. Initiate a behavior that require lifting the hands ( eg. Reporting to the answer, you should be aware that they may be impossible

to do for people with disabilities hands (often accompanied by people moving about in a wheelchair).

11. Checking of knowledge should be done in a manner as close as possible to that which is applied to students without disabilities. The persons having problem with writing must be enabled exams orally. Those for whom find their way to exams in the building of the barriers is not possible, it should be possible to carry out the test in place for them to access, while maintaining an equivalent level of knowledge checking.

**3. Students with speech disabilities**

Having a difficulty in starting to speak, fear of public speaking out, stuttering, jamming during public expression and experiencing strong emotions and frustration are considered as speech disabilities

**Required terms:**

Student(S) with speech disabilities - nitq qüsuru olan tələbə(lər)

Tips for conducting classes with visual impaired and partially sighted students:

1. Use appropriate terms related to the disabilities
2. Inform students about types of disabilities at the first class
3. Create equal sphere for all students
4. Give more time and attention, be patient and maintain eye contact with them.
5. Encourage students with problems in speech to the further formulation of expression – without correcting him, interrupting speech. Should help only when necessary needs,

- for example, suggesting a difficult word, but not more than one, trying to do as little as possible.
6. In case of misunderstanding of what the student said, don't ask them for repeating. In a particularly difficult situation, you can ask a student a question requiring short answers, or only head movement, expressing confirm or deny.
  7. People who have problems with pronunciation can participate in activities and exercises + laboratory, during which the student answers orally. In such a situation, it should be noted that the student creates comfortable conditions possible expression, primarily to ensure peace and eliminate stressful circumstances.
  8. In the case of delivering lectures and presentations of students with speech disability should not be exempt from public speech, but encourage them to prepare a multimedia presentation enriched with brief comments. Detailed information can be placed on the slides. For the first lecture a student at the university can give a speech in front of a smaller audience, in the presence of several colleagues of the year. You can also use your own methods. The aim is to gradually overcome barriers and encourage the student to delivering next presentation before the entire group.
  9. Send class materials before the class
  10. Credits and examinations of people with speech problems should be carried out in the same form as for other students. Only in exceptional cases where oral communication is very difficult, to be used in writing.
  11. Use special methods when teacher evaluate the knowledge
  12. Use online resources to answer and explain courses

## Registration Form

for using the supports and services of the Center for Students with Disabilities

### Personal Data

<b>Name of student:</b>	
University student number:	National ID number:
Faculty of University:	
Field of study:	Level of study: Course:
Phone number:	E-mail:
Address:	

### Information about Disabilities

Degree of disability	<input type="checkbox"/> I group	<input type="checkbox"/> II group	<input type="checkbox"/> III group
Types of disability	Physical disability <input type="checkbox"/>	Speech disability <input type="checkbox"/>	Partially Sighted <input type="checkbox"/> Visually impaired <input type="checkbox"/>
A brief description of disability and diagnose			
A document proving Disability			Date of issue and valid till:

Difficulties which may be encountered during the process of study and kinds of supports and services expected

Date \_\_\_\_\_ Signature \_\_\_\_\_

## Needs assessment questions of the Centers for Students with Disabilities

This list of questions is a template form. It can be changed or redesigned according to the conversation between students and interviewer.

1. Speak about yourself
2. In what way does your disability influence your work/study?
3. Do you know any information about the Center for students with Disabilities?
4. Is infrastructure of your institution fitted to your needs?
5. How do you evaluate the accessibility of classrooms, Laboratories, Deans'/ Rectors' Office, Professors' office, Library, Student Organizations Offices, Toilets, Canteen and Center for Students with Disabilities?
6. What changes should be made to make the access to the buildings and to the educational process easier?
7. Do you have any other supports from outside the University?
8. What kind of support do you expect from the Center?
9. What support services do you need in order to be able to attend lectures regularly?
10. By whom do you want to assist you (academic staff or students)?
11. Do you have any special needs during the lessons (toilet, etc.)?
12. Do you have any special medical necessities?
13. Do you use other resources (library, etc.)?
14. Do you prefer online or printed materials?
15. How do you want to spend your leisure time?
16. Do you have any experience which you want to share with us?
17. Do you need any additional support?
18. Could you provide us with your timetable?

## REFERENCE

Note: This reference should be given only to the students with disabilities. The aim of the document is to provide detailed information on disabilities of the student to the instructor. It should include the followings:

1. Introduction about the students
2. Interview results and documentation issues
3. Suggested references
4. Recommendation approach
5. Conclusion
6. Contact



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