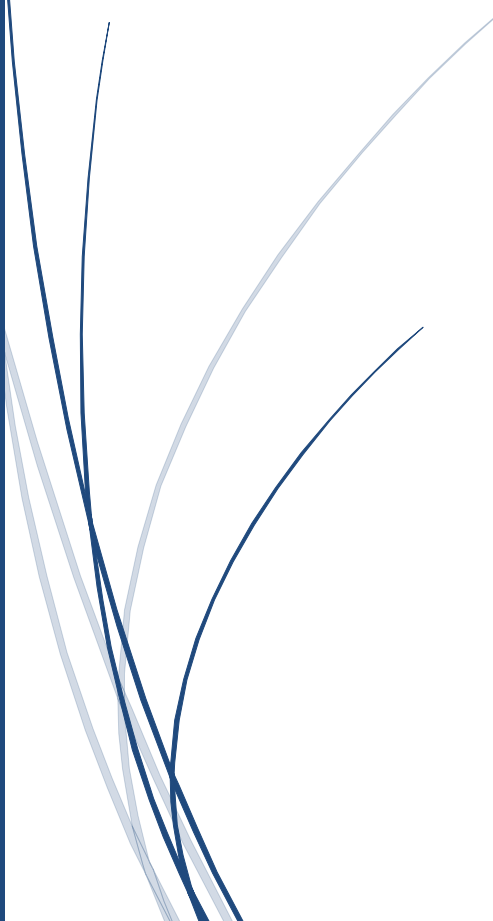




International University of Sarajevo

ACADEMIC YEAR: 2023-2024

GUIDELINES FOR STUDENTS WITH DISABILITIES AT IUS



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1. Introduction

This guide is written as a guide for students and professors at the International University of Sarajevo to provide support to students with disabilities. Several important steps need to be taken in tackling students with disabilities, including establishing a comprehensive database of students with disabilities, defining disabilities, making early identification, and providing a proper assessment.

In order to provide a support to students with disabilities, IUS established *The Support Office*, whose main aim is to provide support for students with disabilities.

The Support Office aims to support students with disabilities through:

- building and maintaining partnerships with faculties and academic and non-academic staff
- promoting disability awareness among all members of the university
- providing university policies and procedures that ensure full participation of students with disabilities in all aspects of university life.

The Support Office aims to foster student's reaching their full potential by:

- coordinating academic adjustment activities and support services.
- promoting independence and self-advocacy.
- providing assistance and directing students to appropriate resources.
- Initiating a formal decision for allowing specifics of studies for cases of disabilities.

Upon enrollment, students should notify *The Support Office* of any disabilities, accompanied by medical documentation that clearly states the nature of the disability. If a disability is diagnosed during their studies, students should inform *The Support Office* as soon as the disability is diagnosed. During enrollment, Support Office staff will collect all necessary statistics on student disabilities in a Student Disability Identification Profile (SDIP) database. Collected data will include details such as: contact information, study programme, basic disability information, etc. SDIP will be shared with relevant Faculty Deans, Program Coordinators, and responsible lecturers.

SDIP database is a confidential database, only available to *The Support Office* and the relevant administrative and teaching staff. The main goal of SDIP is to provide services that suit student's needs, helping Deans, Program Coordinators, and professors to provide professional support to students with disabilities. All students with disabilities have the right to update their disability record each year.

Based on all collected facts above, the Support Office is supposed to initiate and submit to respective dean an application for bringing a formal council's decision which legally defines any kind of the personal individualizations and allowing specifics in classes delivery curricula adjustments.

2. Students with disabilities

Students with disabilities may include students with motor disorders, hearing impairment, visual impairment, specific learning difficulties, mental disorders, specific language communication disorders, and chronic diseases.

Individuals with disabilities have all rights as stipulated by national and international laws and regulations without discrimination (Appendix 1). By ensuring equal access to higher education institutions, people with

disabilities will have equal access to education and equal opportunity to enhance their quality of life. *The Support Office* will ensure the implementation of the laws, equal access to education, and equal opportunity for students with disabilities.

3. General guidelines for supporting students with disabilities.

General guidelines for Students with disabilities:

- **Identification of Disabilities:**
 - Approach *The Support Office* and inform the office about your disabilities
- **Proactive Communication:**
 - Contact *The Support Office* to discuss any conditions or special needs affecting academic success.
 - Specify preferred methods of communication and advising.
- **Utilize Available Resources:**
 - Use available support options such as assistive devices (if any), recording lectures (with prior approval of lecturer).
 - Collaborate with peers and university staff to access course materials and information.
- **Prepare in Advance:**
 - Familiarize yourself with campus accessibility, including buildings, parking, and classroom arrangements.
- **Engage in Support Services:**
 - Participate in diagnostic assessments to identify specific needs.
 - Advocate for oneself by discussing specific difficulties and past experiences with support services.

Guidelines for Lecturers:

1. **Cooperate with *The Support Office***
 - Gain proper information about students with disabilities from the Office.
 - Use *Students' Identification Profile* database as a reference to accommodate students with disabilities.
2. **Accessible Course Materials:**
 - Offer transcripts of lectures and ensure materials are accessible for all students.
3. **Flexible Assessments:**
 - Offer alternative assessment methods such as extended time, oral exams, or alternative assignments.
 - Accommodate requests for different formats, like written exams for students with speech disorders.
4. **Supportive Environment:**
 - Be receptive to accommodation requests and foster an inclusive learning environment.
 - Allow flexibility in deadlines and provide additional classroom space as needed.
5. **Assistive Technology:**
 - Support the use of assistive technology and accommodations like sign language interpreters and note-taking services.
 - Utilize technology to aid communication and learning.

Guidelines for Support Office:

1. **Keeping Database on Students with Disabilities**

- Sharing *Students' Identification Profile* with relevant Deans/Program Coordinators/Lecturers.
- 2. **Provision of Equipment and Services:**
 - Coordinate services like volunteer classmates, sign language interpreters, and note-taking.
- 3. **Accessibility and Communication:**
 - Ensure course materials and campus maps are accessible in various formats.
 - Facilitate communication between students and professors regarding accommodation needs.
- 4. **Coordination and Support:**
 - Facilitate peer support initiatives and coordinate requests for tutors or mobility assistance.
 - Offer guidance on available options for assistive technology and accommodation.
- 5. **Diagnostic and Adaptive Support:**
 - Conduct comprehensive diagnostic assessments to identify unique needs.
 - Collaborate with lecturers to implement tailored accommodations and adaptive approaches.
- 6. **Referring students to the Psychology Counselling Center**
 - Conduct a comprehensive diagnostic assessment by the *Psychology Counseling Center* at IUS.

4. Course Assessment and Evaluation (e.g. quizzes, exams, presentations)

Guidelines for Students:

- Contact *The Support Office* before the semester starts to discuss any special requirements for course assessment.
- Specify preferred exam conditions, such as the need for specific test materials, extra time, enlarged print, and alternative space, to the lecturer.
- Communicate any difficulties or disabilities that may affect exam performance to *The Support Office*.

Guidelines for Lecturers:

- Be receptive to students' requests for adjustments in test conditions, including type of assessment, test materials, extra time, and alternative space.
- Inform students about available support and assistance for exam-related difficulties or disabilities.

Appendix 1:

According to the Article 8 (Special student's status)

- 1) Students with disabilities, students who are parents of children who need special care, single parents, pregnant women, puerperia, students who participate in international competitions, students who are top athletes, students who are recognized artists, students who are coaches of top athletes, students with chronic diseases, have the right on acquiring the special student status at the University.
- 2) Students with a special status are granted the right to individualization in the process of realizing the teaching process, i.e. attending classes, pausing the study process, participating in the performance of certain teaching contents, as well as in the evaluation of student achievements.
- 3) Person with established disabilities can enroll any study program in all study cycles at the University, provides that the person:
 - a) passed the entrance exam,
 - b) capable of performing practical tasks in class,
 - c) acquired the right to enroll in the corresponding study cycle, and
 - d) submitted proof of the competent institution on the status of a person with a disability and the percentage of disability.
- 4) Rights referred to in paragraph (2) of this article specifically refer to additional consultations, a reduced percentage of mandatory class attendance, and the possibility of assessing student knowledge on the entire teaching content of the course (comprehensive exam).
- 5) University assigns a tutor to candidates for enrolment and students with developmental difficulties and disabilities for the purpose of providing assistance in the course of application for the enrolment process, attending lectures and assessments.
- 6) As a rule, special student status is acquired for one semester, i.e., one academic year, with the possibility of extension.
- 7) The request for acquiring Special student status is submitted by the student no later than 15 days before the beginning of the semester, or academic year.
- 8) The request must contain valid medical and other documentation based on which the special status is proved.
- 9) The decision granting a Special student status is made by the Dean.

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RECTOR

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