

"AGREE"

First Vice-President of the Khoja Ahmed Yasawi
International Kazakh-Turkish University,
Professor _____ Jengiz Tomar
" _ " _____ 20_

"APPROVE"

President of the Khoja Ahmed Yasawi
International Kazakh-Turkish University,
Professor _____ B.S. Abdrasilov
" _ " _____ 20_

**QUALITY MANAGEMENT SYSTEM
UNIVERSITY REGULATION**

UR-IKTU -044-2020

REGULATIONS ON ORGANIZING INCLUSIVE EDUCATION

FOREWORD

DEVELOPED AND INTRODUCED by the Department of Academic Affairs

Developed by:

- Director of the Department of Academic Affairs, T. Niyazov
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Agreed by:

- Vice-President for Educational and Methodological Affairs, Ö. Umbetov
- Vice-President for Academic Innovation and Postgraduate Education, Sh. Esimova
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1. SCOPE OF APPLICATION

1.1 The Regulation at the Khoja Ahmed Yasawi International Kazakh-Turkish University governs the organization of inclusive education, defines the main directions for working with learners with special educational needs, and sets the requirements for organizing inclusive education.

1.2 The Regulation is a normative document that forms the academic policy and the internal quality assurance system of the Khoja Ahmed Yasawi International Kazakh-Turkish University, and all structural departments are required to comply with the provisions of this Regulation.

2. NORMATIVE REFERENCES

2.1 The Law of the Republic of Kazakhstan "On Education," adopted on July 27, 2007 (amended by the Law of the Republic of Kazakhstan No. 171-VI dated July 4, 2018);

2.2 "Model Regulations on the Activities of Higher and Postgraduate Educational Institutions," approved by the Order No. 595 of the Minister of Education and Science of the Republic of Kazakhstan on October 30, 2018 (amended by Orders No. 10 of January 9, 2019, and No. 207 of May 18, 2020, of the Acting Minister of Education and Science of the Republic of Kazakhstan);

2.3 The Law of the Republic of Kazakhstan "On the Rights of the Child," dated August 8, 2002, No. 345-II;

2.4 The Law of the Republic of Kazakhstan "On Architecture, Urban Planning, and Construction Activities," dated July 16, 2001, No. 242-11;

2.5 The Law of the Republic of Kazakhstan "On Social and Medical-Pedagogical Support for Disabled Children," dated July 11, 2002, No. 343;

2.6 The Law of the Republic of Kazakhstan "On Social Protection of Disabled Persons," dated April 13, 2005, No. 39-III;

2.7 University Academic Policy.

3. TERMS, DEFINITIONS, SYMBOLS, AND ABBREVIATIONS

KR MES – Ministry of Education and Science of the Republic of Kazakhstan;

BB – Educational Programs;

IBBRO – Inclusive Education Resource Center;

DMS – People with Health Limitations;

SRQ – Strategic Planning, Ranking, and Quality Center.

Inclusive Education – Providing equal access to education for all learners, considering their special educational needs and individual abilities.

People with Health Limitations (including disabled people and disabled children) – Individuals with physical and/or mental disabilities that hinder their ability to master educational programs without special accommodations. Disabled individuals are classified into disability groups based on the degree of impairment and the restriction of vital functions, and for those under the age of 18, the category of "child" is applied.

Individual Rehabilitation Program for Disabled Persons – A document developed based on the decision of the State Medical and Social Examination Service, which includes specific types, forms, volumes,

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and implementation timelines for medical, professional, and other rehabilitation measures aimed at restoring or compensating for impaired or lost functions, and supporting the individual's ability to perform specific tasks.

4. PROCEDURE DESCRIPTION

4.1 General Provisions

4.1.1 This Regulation defines the following:

- The organization of education for people with disabilities and persons with limited abilities (hereinafter referred to as persons with disabilities);
- Measures to create conditions for the education of persons with disabilities, including:
 - Organizing pre-university preparation and career orientation work;
 - Comprehensive management of the educational process and healthcare;
 - Development and provision of an information-technology base for inclusive education for persons with disabilities;
 - Development and provision of educational programs that apply electronic learning and distance education technologies for persons with disabilities;
 - Social and cultural rehabilitation, creation of an accessible environment;
 - Provision of the educational process with appropriate personnel, including faculty members with relevant qualifications;
 - Development of adapted educational programs and provision of educational-methodological support for persons with disabilities.

4.1.2 The responsibility for the special services in the education of persons with disabilities is assigned to the Inclusive Education Resource Center (IBBRO).

4.2 Organizing Work with Disabled Applicants

4.2.1 Organizing work with disabled applicants and career orientation work with them is assigned to the university's admission committee.

4.2.2 The main forms of career orientation work include:

- Career guidance testing, Open Door Days, consultations with applicants and parents regarding admission and education issues, participation of students in university olympiads, advertising and informational materials for persons with disabilities, and interaction with special (corrective) educational institutions.

4.2.3 When implementing special additional education and rehabilitation programs for disabled applicants, it is proposed to include two groups of subjects: subjects for preparatory courses required for entrance exams and adaptation subjects aimed at further inclusive education.

4.2.4 Career orientation for disabled applicants contributes to their conscious and adequate professional self-determination. Career guidance for disabled individuals involves diagnosing their health and psychological conditions, taking into account the characteristics of their disabilities, and implementing rehabilitation and compensation measures. The choice of one or more accessible educational programs, taking into account health conditions, recommendations from individual rehabilitation programs, and personal interests and abilities, is of particular importance during career orientation.

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4.2.5 The admission of disabled applicants to the university is carried out in accordance with the university's admission rules.

4.3 Accessibility of University Buildings

4.3.1 The IBBRO is responsible for ensuring the accessibility of university buildings for persons with disabilities.

4.3.2 The university ensures accessible, safe, and comfortable movement for students with limited mobility and provides access to university buildings and structures. The university's architectural space includes a comprehensive information system for navigation and orientation of disabled persons, including visual, auditory, and tactile information.

4.3.3 In creating an accessible environment for university students, the needs of persons with disabilities in the following categories are taken into account: persons with visual impairments, persons with hearing impairments, and persons with motor function limitations.

4.3.4 The classrooms inside the buildings are equipped to ensure the students' free movement, with areas like lounges and service areas that meet the required standards for evacuation routes in case of emergencies.

4.3.5 Accessibility of university buildings is ensured by the use of ramps and signage.

4.4 Material and Technical Support of the Educational Process

4.4.1 The development of the information-technology base involves the use of material and technical tools for students with disabilities of different categories.

4.4.2 For students with visual impairments, it is provided that there will be an alternative version of the university's official website available on the internet.

4.4.3 For blind or visually impaired students, reference information is placed in accessible locations and adapted forms (considering their special needs), written in large contrast fonts (black on yellow background), and also repeated in Braille.

4.4.4 To ensure access to educational and methodological materials and information resources for students with disabilities, a special inclusive education office is organized within the Student Services Center.

4.4.5 Special classrooms for inclusive education are equipped with computer equipment, technical teaching tools, hand-held and electronic magnifiers, and screen access programs, such as screen magnification programs and ZoomText Magnifier/Reader with speech support.

4.4.6 For individuals with motor function impairments, special computer equipment with appropriate software is used, including special operating system features such as on-screen keyboards and alternative input devices. The use of special features in the Windows operating system is recommended, such as on-screen key combinations for text input and configuring Windows actions during typing with a keyboard or mouse.

4.5 Adaptation of Educational Programs and Educational Process Methodological Support for Persons with Disabilities

4.5.1 The development of adapted educational programs for persons with disabilities and the provision of educational-methodological support are assigned to the IBBRO and relevant structural divisions of the university.

4.5.2 The issues addressed in this section of the Regulation include:

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Introduction of specialized adaptation subjects (modules), selection of teaching methods, forms of instruction and control (the course instructor, in collaboration with the structural divisions for persons with disabilities, may modify the methods, forms, types of control, and timing for specialized adaptation subjects);

Providing persons with disabilities with specialized educational resources;

Special procedures for practical training, mastering the subject of "Physical Education," ongoing assessment of knowledge, intermediate and final state certification, and, if necessary, the development of individual study plans and schedules.

4.5.3 The introduction of specialized adaptation subjects (modules) into educational programs aims to form learning and communication skills, as well as professional skills, during the process of mastering the educational program. The educational institution defines a set of special subjects based on the specific needs of the students with disabilities and their individual requirements.

4.5.4 The selection of teaching methods is determined by the content of the course, the professional preparedness of teachers, the methodological and material-technical support available, the peculiarities of how students with disabilities receive educational information, and other factors.

4.5.5 The provision of special educational resources for persons with disabilities takes into account the possibility of presenting learning materials in visual and auditory formats. The selection and development of educational materials must ensure that hearing-impaired students receive information in a visual form, and visually impaired students receive information in an auditory form (e.g., using speech synthesis programs) or through the use of assistive technology devices like screen readers.

4.5.6 When selecting practical training locations for students with disabilities, the accessibility requirements for these students must be taken into account. Educational institutions must also consider the recommendations from the medical-social expertise regarding the labor conditions and types of work outlined in the individual rehabilitation program of the student. If necessary, special workplaces are created based on the nature of the disability, the type of professional activity, and the nature of the work and labor functions the disabled person will perform.

4.5.7 The specifics of ongoing assessment, intermediate, and final state certification for persons with disabilities are outlined in the regulations on the organization and conduct of these assessments. The institution should develop an assessment toolset that allows for evaluating the achievement of the learning outcomes planned for the program and the level of competence formed in the students. The forms of current and final assessments are adjusted based on the individual psychophysical characteristics of the students (e.g., oral, written, or testing formats). If necessary, additional time is provided for preparing for exams or tests.

4.5.8 Measures to assist in the employment of disabled graduates are carried out in collaboration with public centers, non-profit organizations, disability organizations, enterprises, and institutions. The main forms of employment assistance include presentations and meetings with employers, individual consultations for students and graduates on employment issues, as well as master classes and training sessions.

4.6 Comprehensive Support for the Educational Process and Health Maintenance for Persons with Disabilities

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4.6.1 Comprehensive support for the educational process and the health maintenance of persons with disabilities is carried out based on recommendations from medical-social expertise institutions or psycho-medical-pedagogical commissions. The support is determined by the structure, goals, content, and methods of the educational process. Comprehensive support for students with disabilities includes organizational-pedagogical, psychological-pedagogical, medical-rehabilitation, and social support.

4.6.2 Organizational-pedagogical support for persons with disabilities is aimed at monitoring the progress in mastering the educational program according to the schedule and individual study plans. If necessary, this includes: assisting with organizing independent work, organizing individual consultations, monitoring progress based on ongoing assessments, intermediate certification, and correcting interactions between teachers and students with disabilities. It also involves providing consultations for students with disabilities and conducting workshops and seminars for teachers and staff regarding the psychophysical characteristics of the students.

4.6.3 Psychological-pedagogical support for students with disabilities is provided for those who experience problems in mastering educational materials, communication, and social adaptation. This support focuses on studying and developing the student's personality, as well as correcting their individual achievements through psychodiagnostic procedures and psychoprophylactic measures, to foster professional development.

4.6.4 Medical-rehabilitation support for students with disabilities includes activities aimed at maintaining their health and ensures the availability of medical assistance through necessary medical facilities.

4.6.5 Educational institutions define a special procedure for persons with disabilities to master the "Physical Education" subject. This may include adapted physical education classes in specially equipped sports halls, training rooms, or swimming pools, with qualified specialists providing these lessons outdoors. For students with limited mobility, intellectual and board games may be included in the program.

4.6.6 To foster civic, legal, and professional engagement, as well as promote cooperation and tolerance in the community, a tolerant socio-cultural environment is created within the institution. Volunteer movements among students are utilized to provide individual social support to students with disabilities.

5. RESPONSIBILITY AND AUTHORITY

5.1. The person responsible for implementing the requirements of this regulation at the university is the Director of the Department of Academic Affairs.

5.2. The Vice President for Academic Affairs is responsible for monitoring the implementation of the requirements of this regulation.

6. APPROVAL, STORAGE, AND DISTRIBUTION

6.1. Discussion and approval of this regulation will take place at the meeting of the Academic Committee and will be formalized with a protocol, followed by approval at the Senate meeting.

6.2. The responsibility for storing, duplicating, and distributing the working copy of this university regulation to users lies with the Head of the Center for Educational Programs and

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Methodology.

6.3. The working copies of this university regulation will be sent to the structural divisions **and** faculty deans.

6.4. The control copy of this university regulation will be given to the CRS to be kept on file.

This university regulation was discussed at the Academic Committee meeting on May 20, 2020, under protocol No. 10 and was proposed for approval at the extraordinary Senate meeting. It was approved under protocol No. 6, dated June 10, 2020.

AGREED:

Vice President for Academic Affairs

Ö. Umbetov

Vice President for Academic Innovation and Postgraduate Education

Sh. Esimova

Head of the Strategic Planning, Rating, and Quality Center

Zh. Daribaev

Head of the Legal Support Department – Gh. Musakhanov

