

Project: Inclusive tertiary EDucation in the West BalkanS/IDEA

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(DRAFT) REGULATION OF STUDENTS WITH SPECIAL NEEDS

General Provisions

Article 1

This regulation defines the unique criteria for the organization and provision of support for Students with Special Needs (hereinafter, SSN) at the University of Prishtina (hereinafter PU) in Prishtina.

Article 2

1. Studies at all levels (BA, MA and PhD) are organized within the UP. All Regulations and other accompanying acts apply equally to SSN.
2. This Regulation sets out the policies of the UP for the SSN support system and applies to all levels of study.
3. The academic unit is obliged to present a Guide based on this Regulation which would also define operational protocols.

Article 3

1. UP is committed to ensure that all SSN receive education in a supportive environment that values diversity, inclusion, and participation. All units will use inclusive practices and reasonable adjustments to carry out changes in procedures or environments to remove any difficulties effects or barriers to participation.
2. Law on Higher Education in the Republic of Kosovo: In higher education that is provided by licensed providers of higher education in Kosovo shall be accessible to all persons within or outside the territory of Kosovo without any discrimination. There shall be no age limitation to enroll or obtain higher education qualification in Kosovo (Article 5: Access to higher education, p.4). Every candidate who passes the Matura exam has the right to continue his studies in the higher education institutions according to the legislation in force (Article 29: Admission of students, p. 20).
3. The Statute of UP: Article 7 promotes the right to education of everyone: “The University is obliged to create equal opportunities for all without any discrimination based on gender, race, sexual orientation, marital status, language, religion, political belief or anything else, national, ethnic or social, belief of a national, wealth, property, birth status or any other status (p.15)
4. UP will ensure that in all its policies, procedures, functions and activities consideration is given to the means of enabling SSN full participation in all aspects of the academic and social life of the institution. All units will use inclusive practices and reasonable adjustments to carry out changes in procedures or environments to remove any barriers to participation.
5. UP will ensure that the requirements of SSN are considered during program validation and that appropriate amendments are made. Program specifications that raise barriers to access by SSN will be reconsidered and reasonable adjustments made to minimize such barriers.
6. It is the responsibility of the Deans of Faculties and Heads of Departments to promote equality and diversity through their Faculties or Departments and to ensure that the policy and legal framework are implemented. SSN are responsible for requesting any

review of implemented reasonable adjustments if such adjustments are not proving to be effective in meeting their entitlements

Definitions

Article 4

1. Students with Special Needs are considered all students who for various reasons have difficulty in including the learning process from the moment of application until the end of studies.
2. Students with disabilities (physical, hearing impairments, visual impairments, communication difficulties);
3. Students with specific learning difficulties (in reading / dyslexia, in writing / dysgraphia, in mathematics / dyscalculia / in motor skills / dyspraxia);
4. Students with Attention Deficit Hyperactivity Disorder, Emotional and Behavioral Difficulty;
5. Students difficulties due to diversity of cultural, ethnic, linguistic, gender, economic and social nature (as defined in Article 7 of the Statute of UP).

Article 5

1. The student must present evidence of eventual difficulty. Evidence is an acceptable document of the status of a person, applicant, student with special needs is an official document, based on which the applicant or student can be included in the field of service delivery.
2. The document is a proof or a functional diagnosis which confirms the type or degree of damage, the specific difficulties of the applicant - student, issued by the competent professional bodies or a document that proves a difficulty as a cause of the language in which the student studies.

Rights and Responsibilities

Article 6

Rights and Responsibilities of Students with Special Needs at the UP:

1. Equal access to courses, programs, services, jobs, activities, and facilities offered throughout the University.
2. An equal opportunity to work, to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services.
3. Appropriate confidentiality of all information regarding their disability and to choose to whom information about their disability will be disclosed, except as disclosures are required or permitted by law.
4. Information, reasonably available in accessible formats.
5. Meet qualifications and maintain the essential University standard for courses, programs, services and activities.

Article 7

Rights and Responsibilities of the University, Faculty and Staff University:

1. Receive verification of a documented disability from **professional competent institutions**.
2. Set academic and program standards.
3. Evaluate students on their abilities, not their disabilities.
4. Keep all disability-related information regarding a student confidential.
5. Maintain the same standards for SSN as are applied to all other students.
6. Assure timely delivery of exams, along with all necessary instructions and materials.

Academic Accommodations

Article 8

1. All academics unit create a learning environment that is accessible. To accommodate a better academic environment, the academic unit must provide a various software and devices and assistive technology.
2. Organizing the study and work environment that facilitates access to the University campus and to facilities aces to the Faculty.
3. To design or adapt instructions for orientation and movement in the building or classroom, design of furniture in classrooms and other premises - library.

4. Universal Design if technically and technologically feasible and appropriate taking into account the specific needs of the student with visual impairments, hearing impairments, communication and physical impairments.

Article 9

Learning Access Program:

1. Determine eligibility for participation of SSN in the academic accommodation process based upon a review of appropriate documentation.
2. Determine the appropriate accommodation for each student based on the individual's need.
3. Teachers include in the syllabus the interactive teaching methods and alternate assessment.
4. Interact with faculty when appropriate.
5. Maintain academic standards

Article 10

Assessment:

1. The way of determining the knowledge and passing the exam is determined by the curriculum of injuries - curriculum (Article 110 point 8 of the Statute of UP). This means the large (formative) assessment in Article 108 such as: seminar paper (project, presentations) professional practice, oral and written tests (colloquium), active participation in teaching or other forms of engagement defined in the Syllabus of subject matter.
2. The assessment is adapted for students with the need to be on the basis of the difficulties presented and to follow two students from the findings of the first process. With For this, the injury teacher adapted the baseline assessment procedure to the request of the students on whom evidence was presented that there were special needs.