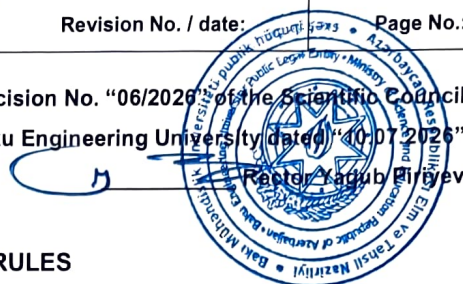


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Approved by Decision No. "06/2026" of the Scientific Council
of Baku Engineering University (dated "10-07-2026")

Rect. Yagub Mirzayev



INTERNAL RULES ON THE ORGANIZATION OF THE INCLUSIVE TEACHING AND LEARNING PROCESS AT BAKU ENGINEERING UNIVERSITY

1. General Provisions

1.1. These Rules have been developed to organize and manage inclusive education and to ensure its sustainable development at Baku Engineering University (hereinafter, the "University").

1.2. The Rules aim to ensure equal and fair access to higher education for students with special educational needs, students with physical disabilities, students with limited health capabilities, as well as students with diverse social and psychological characteristics.

1.3. Inclusive education is implemented on the principles of human rights, equality, non-discrimination, and an individualized approach.

1.4. These Rules constitute a set of measures aimed at the social support of students with limited health capabilities and students with disabilities in an inclusive educational setting, complementing the educational process.

2. Goals and Objectives

2.1. The main goal of the inclusive teaching and learning process is to create a high-quality, accessible, and safe educational environment for all students.

2.2. Main objectives:

- to develop a unified institutional approach to the organization of inclusive education;
- to apply flexible and individualized mechanisms in the teaching process;
- to enhance the knowledge and skills of the teaching staff in inclusiveness;
- to ensure the accessibility of the material and technical base and infrastructure;
- to establish monitoring and evaluation mechanisms.

3. Institutional Management and Responsibility

3.1. Overall coordination of the organization of inclusive education at the University is assigned to the Strategy and Quality Assurance Department.

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3.2. Faculties and departments are responsible for integrating the inclusive approach into curricula, informing teaching staff, and promptly identifying students' needs.

3.3. The psychological service and student support units provide individual counseling and ongoing support to students with special educational needs.

4. Methodological and Pedagogical Approaches

4.1. Curricula and course syllabi are designed flexibly, taking into account the principles of inclusiveness.

4.2. The use of the following methods in the teaching process is encouraged:

- **Universal Design approach;**

The Universal Design approach is based on the following **3 core principles**:

- 1) **Multiple means of representation**

- Presenting the same content as written text, audio explanation, visual materials (diagrams, charts, video), and in electronic formats;
- Preparing slides with a readable design and providing subtitles and transcripts.

- 2) **Multiple means for students to express their knowledge**

- Assessment not only through written examinations but also through presentations, project work, portfolios, and oral answers;
- Enabling students to complete assignments using technology.

- 3) **Multiple means of engagement in the learning process**

- Motivating activities suited to different learning styles;
- Individual and group work, discussions, and the use of real-life examples.

- **Alternative forms of assessment;**

- 1) **Adapted oral assessment**

- oral answers instead of a written examination;
- presenting questions in a simplified form.

- 2) **Projects and portfolios**

- an individual project prepared by the student in place of, or as an alternative to, an examination;

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3) **Assessment using digital and assistive technologies**

- voice responses and the use of screen readers;
- completing assignments on online platforms.

4) **Adjustments to time and format**

- extending examination time;
- dividing assignments into parts;
- assessment with breaks.

5) **Continuous (formative) assessment**

- staged assessment throughout the semester;
- forming the final result based on regular feedback.

• **Use of digital and assistive technologies.**

4.3. Teachers are regularly involved in training on inclusive pedagogy, special educational needs, and ethical conduct.

5. Organization of Teaching and Assessment

5.1. For students with special needs, class schedules, examination formats, and assessment methods may be adapted to their individual needs.

5.2. While upholding the principles of academic integrity, additional time, alternative assignments, and technical support mechanisms may be applied.

6. Material and Technical Base and Digital Accessibility

6.1. Lecture halls, laboratories, and libraries are adapted for inclusive use (**Ramps and elevators** – ensuring access for wheelchair users; **Wide aisles and low shelves** – so that everyone can easily reach the bookshelves; **Braille books; Audiobooks** and audio materials; **Screen reader software; Staff trained** in inclusive services).

6.2. Teaching materials (electronic resources, presentations, videos) are provided in accessible formats.

6.3. Information systems and online platforms are adapted to inclusive design principles.

7. Accessibility of Buildings and Campus

7.1. Physical accessibility is ensured in University buildings through:

- ramps and elevators;
- accessible restroom facilities;

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- directional signage and safety features.

7.2. A safe and comfortable environment is created on campus for persons with limited mobility.

8. Information and Awareness-Raising

8.1. Awareness-raising events on inclusiveness, tolerance, and diversity are held for students and staff.

8.2. Information on inclusive education opportunities is openly published on the University's official information resources.

9. Monitoring and Continuous Improvement

9.1. The effectiveness of the inclusive teaching and learning process is monitored regularly.

9.2. The Rules are regularly reviewed and improved based on student feedback, academic performance indicators, and audit results

9.3. Student satisfaction surveys include questions on inclusiveness.

10. Final Provisions

10.1. These Rules enter into force on the date of their approval.

10.2. Compliance with these Rules is mandatory for all structural units of the University.