

ACCESSIBLE FACILITIES FOR PEOPLE WITH DISABILITIES

Princess Nourah bint Abdulrahman University (PNU) buildings are based on The standards and criteria followed in the American Building Code and the Saudi Building Code and the best practices applied to ensure the readiness of buildings and facilities to receive people of determination by carrying out the following tasks:

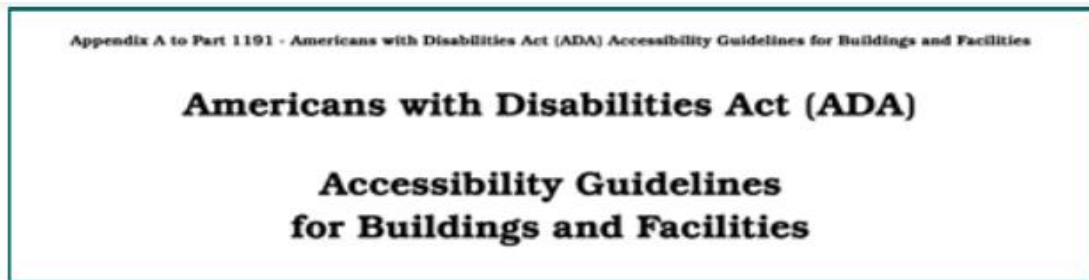
1. Ensure that the construction works and architectural modifications to the buildings will not result in additional barriers that may constitute an obstacle.

In the ways of people of determination in various situations to reach the buildings and use the facilities inside the building, through:

- Giving the notes that were monitored by the consultant's team during the examination to comply with all standards
 - And the heights required during the design and implementation process for construction expansions or modifications.
2. Evaluating entrances and exits to set key standards that must be followed and taken into account during implementation or modification to facilitate tasks
 - People of determination in various cases to their work or study places within the university premises.
 3. Clarification, through the observations that were made during the examination, of the type of materials required to be provided for corrections and completion
 - All necessary equipment in the buildings to receive people of determination.

4. The following reference was used to assess the readiness of buildings, taking into account the physical differences of the persons in the country of the reference states

The United States of America and the Kingdom of Saudi Arabia.



Facilities and projects

fbc
Accessibility of Public
Facilities and Projects

مركز البحوث والدراسات في الرياض
Research and Studies Center in Riyadh

رقم الحالة	الحالة التي تم رصدتها	اسم العميل
١	ملاحظات الداخل والأبواب	كلية الأناض

تفاصيل الحالة

- سارات الداخل لتتاح إلى صالة حيث يوجد بعض الحقن الصغيرة لتعمل على إعتاق الحركة
- الارتفاع الداخلي لمسكة الأبواب الرئيسية الداخل هو 115 سم وبحسب الكود الأمريكي فإن الارتفاع الأمسي الذي يعمل إليه أسعداء اليد هو 111 سم بحيث أنه تم الأخذ بالحسبان الإختلاف في القبة الجسدية بين المواطن الأمريكي والمواطن السعودي فلذا تم أخذ بمسور 110 من المسامك لتتناسب مع الحالة الموجودة بالمسكة لذلك يجب انخفاض الأبواب ليكون ارتفاع مسكة اليد بعد الفسري 104 سم.
- وجد في بعض الداخل الرئيسية عتلات يزيد ارتفاعها عن 2 سم يؤدي إلى تعطل الحركة لذلك يجب عمل منحدر صغير عند كل الداخل التي يوجد بها عتلات لكي تساعد على تسهيل الحركة.
- يفضل وضع أبواب كوماتيكية لتسهيل عملية فتح وإغلاق الأبواب حيث أن الأبواب الرئيسية الموجودة حالياً تقفلة لتفتحها أو تسحبها بطريقة يذرية لكي تفتح مسار الدخول أو الخروج.

الصورة التالية مأخوذة من كود الأمريكي وتوضح الارتفاع الأمسي للوصول هو 111 سم كما هو مذكور بالمسكة أعلاه.

Facilities and projects

رقم الحالة	الحالة التي تم رصدتها	اسم العميل
٢	أجهزة إنذار الحريق ولوازم الطوارئ	كلية الأناض

الصورة

الداخل ارتفاع مسكة أبواب الطوارئ = أجهزة إنذار الحريق عن المسطور المطلوب

التوصيات : مطلوب انخفاض ارتفاع المسامك إلى 104 سم وإعززة إنذار الحريق إلى 111 سم

Facilities and projects



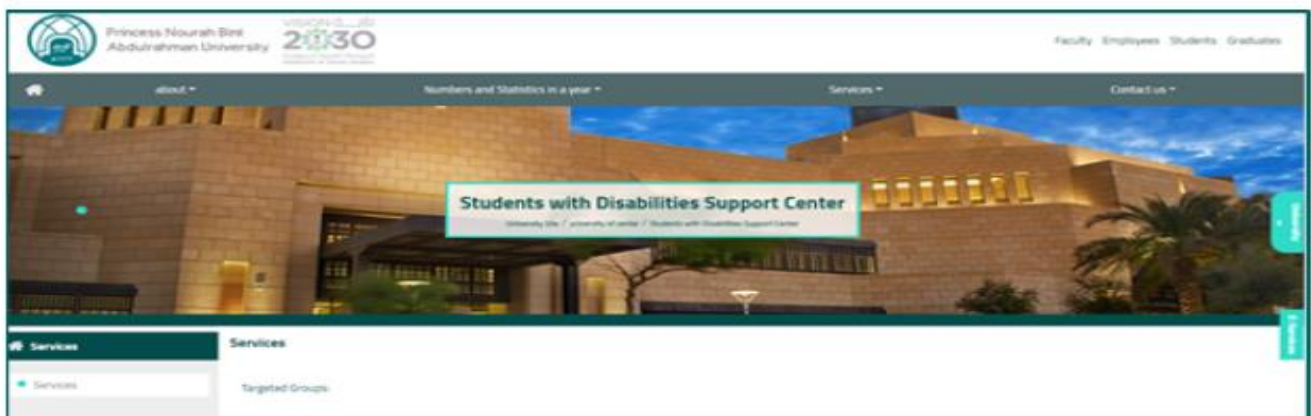
Facilities and projects



Facilities and projects

Disabilities Support Center

Princess Nourah bint Abdulrahman University (PNU) has Disabilities Support Center that guarantees all students with different disabilities the proper development of their activities in the development of academic programs. This a specialized center which is established to support students with special needs through providing high quality and comprehensive services related to academic, administrative, psychological, social, and technical aspects, based on the latest research practices, research evidence, and international standards; thus, it contributes to the integration of these groups and enabling them to serve themselves and the community.



Students with Disabilities Support Center

Vision, Mission and Objectives

Vision:

To enable students with special needs to get university education of an international quality and competitive distinction.

Mission:

To help students with special needs and provide them with comprehensive support according to their educational requirements by creating an academic environment in accordance with their own needs to o achieve success in university learning and qualify them for the labor market.

Values:

Professionalism, integrity, justice, empowerment, perseverance and cooperation.

Objectives:

- To provide academic support for students with special needs.
- To raise college society's awareness about the rights of people with special needs.
- To improve facilities readiness to meet students needs.
- To provide advisory services to faculty members regarding teaching students with special needs.
- To provide training courses to prepare students for future professions.
- To create community partnerships with the concerned institutions in order to support their integration into the labor market.

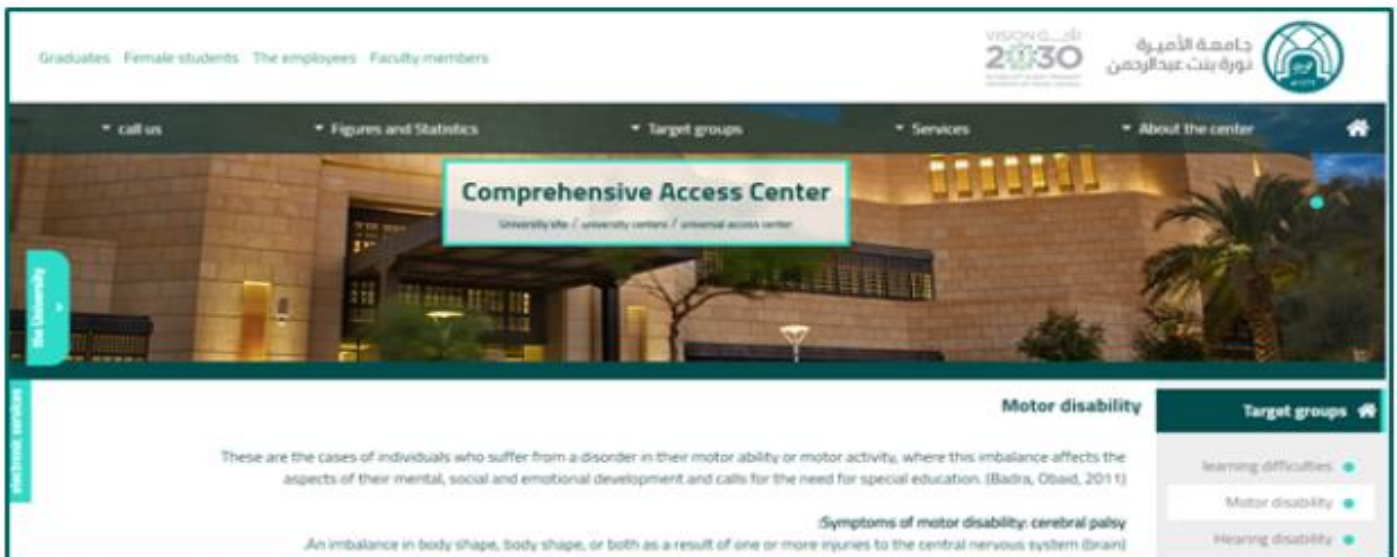
Below are the tasks that the Center Support develops in order to provide mentoring, counseling programs to support students, staff, faculty.

Disabilities support Center Tasks

- Continuous communication and follow-up with students by the Center's supervisors (special education specialists at the college level.)
- Coordination with the university administrations, colleges and deanships for meeting students academic, psychological and social needs.
- Communication with faculty members to solve students' problems.
- Activation of the educational facilities related to students' evaluation in coordination with the exams committees in each college.
- Providing faculty members with advisory services related to teaching and evaluating students with special needs.
- Providing academic advising and training for students with special needs.
- Issuing a student support document (SSD) that includes each student's special needs.
- Providing transportation between colleges and university facilities when needed.
- Relating students with institutions which provide different types of support for people with special needs.
- Following up the payment of special needs allowance.
- Directing students to the concerned parties to dispense medical devices (e.g, hearing and optical aids).
- Issuing an entry and exit card from all gates.
- Issuing a companion card when needed.
- Organizing events for the purpose of educating and raising awareness as well as celebrating international days.

5 Comprehensive Access Center

Princess Norah University has the Comprehensive Access Center, which assesses the different difficulties that university students may have and in this way take strategic actions to improve their inclusion in the educational life.



Comprehensive Access Center

Some of the disabilities supported by the center are:

Symptoms of motor disability: cerebral palsy:

An imbalance in body shape, body shape, or both as a result of one or more injuries to the central nervous system (brain).

Cerebral palsy is divided according to the affected parts into:

- Lower hemiplegia: only the lower limbs are affected while the upper limbs perform better.
- Lateral paraplegia: Paralysis is affected by one side of the body, including the upper and lower extremities together.
- Triple paralysis: affected by paralysis three extremes, usually the legs and arm.
- Mono paresis: affected by one limb, which is rare.
- Quadriplegic paralysis: all four extremities of the body are affected by paralysis.

Hemiplegia:

- is the most common cause of motor disability in the world, leading to paralysis of one side of the human body.

Arthritis:

- Acute and painful disease in the joints and surrounding tissues.

Osteitis:

- It occurs in late life.

Spinal disorders:

- An imbalance in the normal growth of the spine from the head to the end of the spine.

Fractures:

- Permeation of bone tissue cohesion

Princess Norah University not only considers motor difficulties but also contemplates language, reading and writing, auditory, visual and chronic diseases.

Support Services SUPPORT SERVICES

These are programs whose basic nature is non-pedagogical, but necessary for the educational development of pupils with special educational needs, such as: physical and occupational therapy, correction of speech and speech defects, and psychological counseling services "(1422, the organizational rules of the special education institutes of the Ministry of Education in the Kingdom of Saudi Arabia).

Educational adaptations for students with special needs

Academic accommodations: The provision of opportunities for students with disabilities and enabling them to access university services, programs and facilities, where they are participating members of the university community in a fair and consistent environment, and services and facilities are provided according to their specific needs without prejudice to the objectives of the course or educational program.

Where one or more of the following adjustments and services can be provided to support female students' success:

First: ENVIRONMENTAL ADAPTATIONS:

- Adequate lighting
- Classrooms organized not to hinder movement
- Suitable seats for female students in the classroom (such as: in the front to see the blackboard or the medium clearly, with the smallest group in the group activities for the hearing impaired and distracted, close to the corridor for wheelchair users ...)

- Alternative places such as providing a dispersal-free room or testing the student individually

Second: How to display the information:

- Presentations containing photos and videos to help clarify information for students with learning disabilities or hearing impaired people during the lecture, as well as the use of calculator and assistive technologies for students with disabilities. With access to PowerPoint or other lectures for students, students with learning difficulties, attention or memory may not be able to access all the necessary information during the lecture or review the repeated required materials, and they may request the course lecture materials ready for review, it is important to distribute printed copies For students, put them in the library, or email them to students with disabilities. (Al-Batal, 2018)
- Registering lectures, a student with learning difficulties may need to record lectures and discussions within the classroom, to get all the information given and completely, and they have the right to bring their registration tools, but they may coordinate with the course instructor about the best possible place for the recording device, and provide a service office Disability Instructions and answers to questions about registration facilities. (Al-Batal, 2018)
- Highlight key concepts and topics during the lecture, while increasing time in presenting some information
- Explanation of the required tasks from the student step by step to ensure that the student understands the required task and performs it in the required manner
- Provide a writer for students who face problems writing to take important notes in the lecture
- Provide a translated sign language for students with disabilities audio

THIRD: ORGANIZATIONAL ADAPTATIONS:

- Using a task list, so that the student can know the tasks that she has accomplished and that she needs to perform, such as: homework and academic requirements, as the student works on creating this list with the help of a special education specialist.

- Using the timer so that the student can manage time, as some of the students with learning difficulties may face problems in managing and organizing time.
- Teaching students who face some problems in organizing information on the organization of information such as maps and visual strategies of mind blogging

Fourth: ASSESSMENT ADAPTATIONS:

- The evaluation of students with disabilities is done in a way that suits their abilities:
- If reading the questions poses a difficulty for the student, she must read to her

C.11 Students with Specific Needs

The university is committed to supporting those students with specific needs as appropriate (see Annex C8), and in the context of the course for which they are seeking admission. An initial assessment of the specific needs, of any student declaring that they need support, is made to establish the additional provision that may be required for the student to be successful in their studies. To manage this approach a Specific Needs Management Committee has been established.

C.11.1 Specific Needs Management Committee

The purpose of this committee is to advise on the most effective and creative manner in which issues of concern to students with specific needs can be addressed and to improve the learning support services for such students. The World Health Organization defines a 'disability' as: an umbrella term for impairments, activity limitations and participation restrictions. Disability management at PNU is geared towards improving quality of life for those individuals with health conditions (e.g., cerebral palsy, Down syndrome and depression) and improving environmental factors that pose as obstacles in their learning experience (e.g., negative attitudes, inaccessible transportation and public buildings, and limited social supports).¹ To learn more about the categories of special needs, please look at (Annex C8).

C.11.2 Membership and Terms of Office

The quorum of the Committee shall be 66% of its membership. Non-members may be invited by the chairperson to attend meetings to provide specialist information to inform discussion. They will, however, have not voting rights. The composition of the Committee will be: six to eight members:

Chair Dean of Student Affairs Vice-Chair Vice- Dean of Quality & Development Committee Members Physician (psychiatrist / neurologist) Counselor and/or a psychologist Students (one undergraduate and one graduate) Alumni Secretary Administrator

Each faculty member will be appointed for a two-year term, the student will serve a term of one year

The Committee reports to Vice Rector for Academic Support & Student Services.

C.11.3 Terms of Reference

Make recommendations regarding access and accommodation issues involving students with specific needs.

Put an evacuation plan for students with specific needs

Develop programs, educational materials and activities that create awareness about specific needs.

Adhere to the guiding principles when dealing with specific needs of students (integrated approach, prevention and early intervention, effective communication, and confidentiality).

Proactively address the needs of students and facilitate meaningful participation in the University.

Make available resources and information concerning services and programs for specific needs.

1 World Health Organization, Disability and Health.

Quality Management System (QMS) 28 |

Provide academic & personal support

Submit an Annual Report to the Vice Rector for Academic Support & Student Services

C.11.4 Meetings

1. Meetings shall be held at least once a month on a regularly scheduled basis.
2. Additional meetings may be called as needed by the Chair.

[Princess Noura Bint AbdulRahman University establishes two specialized and integrated centers for people with disabilities](#)

The Faculty of Education at Princess Nourah Bint AbdulRahman University adopted the idea of expanding the development of services for those with special needs from the university levels, which number according to the latest statistics approximately (98) levels, and the idea was implemented by establishing two specialized and integrated centers to serve the disabled, and the idea consultant of the Department of Special Education in the Faculty of Education at the University Dr. Haniyeh Marza that the university pays attention to people with special needs through (Special Needs Unit) of the Student Services Agency in general of student affairs, and then The idea of developing this unit came to two specialized and integrated centers with the aim of expanding the development of high quality support services and creating the university environment for the easy, safe and convenient use of the category of people with special needs from the university levels, stressing that the establishment of the support services centers and the comprehensive access program and their inclusion under the umbrella of the Faculty of Education came to achieve the desire to make the most of academic expertise in the educational departments of this college to ensure the achievement of the hoped goals of these two centers at the highest level of quality, noted Marz The Support Services Center is a specialized center to support university staff with disabilities, whether student, faculty member or administrative body member, by providing quality and comprehensive services to all academic, administrative, psychological, social and technical aspects, explaining that this center will be based on the latest practices, research evidence and international standards, which will contribute to the integration of these groups and enable them to serve themselves and the community, adding that (Comprehensive Access Program) is a specialized center complementary to the Center (Support Services) It aims to equip the technical and spatial environment of the university's facilities and buildings in accordance with the latest internationally adopted standards to provide all kinds of support and support to people with disabilities, explaining that there are three main aspects that this center aims to develop, namely the construction aspect

- engineering or construction - which aims to create the urban environment in terms of providing all the necessary facilities for the movement of wheelchair users, while the technical aspect aims to create a technical environment to enable persons with disabilities to benefit from the electronic services available on the university site such as the use of the system Academic to register and access the contents of digital sources in libraries and research on websites, in addition to developing the skills of persons with disabilities to employ technological technologies and train them to keep up with developments in the field to be able to print duties and obtain the International License for Computer Driving ICDL, and finally the professional administrative aspect and aims to educate and develop the skills of academic and administrative staff to contribute in their role in providing academic and administrative support in accordance with the needs of each student, and administrative services, Marza said that one of the most important ones is to provide the skills of academic and administrative staff to contribute in their role in providing academic and administrative support in accordance with the needs of each student, and administrative services, Marza said that one of the most important ones is to provide academic and administrative support in accordance with the needs of each student, and administrative services. Transportation to move between colleges and university facilities when needed, and follow-up the disbursement of the disability allowance bonus to students with disabilities, issuing an entry and exit card from all the gates of the university, issuing an entry card facilities when needed, awareness and education by activating international days

for persons with disabilities, and noted that a committee was established under the name (voluntary helpers of Princess Nourah University) aimed at Attracting people with special needs and stimulating their administrative and academic skills by encouraging volunteering and enriching the skilled record of each volunteer student, explaining that this committee will be registered electronically through the following links: - Princess Noura Volunteer Arms Committee (Students) [Click here](#)
Voluntary Committee of Consultants (Faculty Members) [Click here](#)