

**KÁROLI GÁSPÁR UNIVERSITY OF THE REFORMED CHURCH IN HUNGARY  
ORGANIZATIONAL AND OPERATIONAL RULES**

**VOLUME THREE  
STUDENT REQUIREMENT SYSTEM**

**III.8 REGULATION FOR ENSURING EQUAL OPPORTUNITIES FOR STUDENTS WITH  
DISABILITIES**

Pursuant to Act CCIV of 2011 on National Higher Education (hereinafter referred to as National Higher Education Act) and Government Decree 87/2015 (9 April) the Senate of Károli Gáspár University of the Reformed Church in Hungary hereby adopts the following regulation on the conditions for ensuring equal opportunities for students with disabilities.

**Article 1**

- (1) For the purposes of this Regulation a student with a disability is a student who is permanently and severely impaired in the learning process due to his/her motor, sensory and speech disability, autism spectrum disorder or any other disorder of psychological development (e.g. dyslexia, dysgraphia, dyscalculia, mutism).
- (2) If a study programme requires an examination for the admission, an exemption or a special form of examination must be provided for students with disabilities who have been granted this opportunity during their secondary school studies. This right is also available to students who have not been provided with such opportunities during their secondary school studies but can prove that they have a disability.
- (3) Students with disabilities shall be given the opportunity to prepare for and take examinations in a manner adapted to their disabilities, and shall receive assistance in meeting the obligations arising from their student status. In justified cases, disabled students shall be exempted from learning and reporting on certain subjects, or parts thereof. Where necessary, exemption shall be granted in respect of a language examination, or a part or level thereof. Disabled students shall be allowed longer preparation period when taking an examination, the use of aids, such as a typewriter or computer, for written examinations and, where appropriate, the option of taking a written examination instead of an oral one, or an oral examination instead of a written one. The exemptions pursuant to this section shall be granted only in respect of the grounds thereof and shall not entail exemption from the basic academic requirements to be fulfilled for obtaining the qualification attested by the diploma.
- (4) Upon individual request, a student with disability may be partially or fully exempted from the language examination requirements specified in the curriculum and in the programme and outcome requirements, or in their absence, in the National Higher Education Act.
- (5) If an applicant with a disability has received a benefit at the school leaving and entrance examination, the benefit must be granted for the duration of his/her student status after successful admission and enrolment.
- (6) All lecturers, staff and students at the University have a responsibility to help students with disabilities to participate in university life as much as possible.

**Article 2**

- (1) Upon request, the University may set requirements for students with disabilities that differ from the curriculum requirements in whole or in part, or, subject to Article 49 (8) of the National Higher Education Act, may waive their fulfilment.

- (2) Benefits for students with reduced mobility:
  - a) partial or full exemption from the practical requirements or their fulfilment in another form,
  - b) substitution of a written examination by an oral one, or an oral examination by a written one,
  - c) exemption from the language examination or part or level of the language examination,
  - d) exemption from tasks requiring manual skills, provided that the theoretical knowledge may be required,
  - e) allowing the use of special tools and equipment necessary for the solution of written tasks,
  - f) providing a longer preparation period than the preparation period for non-disabled students,
  - g) the provision of a personal assistant during the student's studies.
- (3) Benefits for hearing-impaired (deaf or hard of hearing) students:
  - a) partial or full exemption from the fulfilment of the practical requirements or their fulfilment in another form,
  - b) substitution of an oral examination by a written one, the provision of a sign language or oral interpreter for oral examinations, if required by the student,
  - c) exemption from the language examination or part or level of the language examination,
  - d) for the purpose of comprehensibility and understanding, the simultaneous written presentation to the student of what has been said in lectures and examinations,
  - e) the provision of aids and visual illustrations during each examination,
  - f) providing a longer preparation period than the preparation period for non-disabled students,
  - g) the provision of a personal assistant, note-taking interpreter, sign language interpreter during the student's studies.
- (4) Benefits for visually-impaired (blind, partially sighted) students:
  - a) partial or full exemption from the fulfilment of the practical requirements or their fulfilment in another form,
  - b) substitution of a written exam by an oral one, and in case of a written assessment the use of special technical tools,
  - c) exemption from the language examination or part or level of the language examination,
  - d) exemption from tasks requiring manual skills, provided that the theoretical knowledge may be required,
  - e) access to questions and topics during lectures, seminars and examinations on audio, digital, Braille or enlarged versions,
  - f) providing a longer preparation period than the preparation period for non-disabled students,
  - g) the provision of a personal assistant during the student's studies.
- (5) Benefits for students with a speech disability (dysphasia, dyslalia, dysphonia, stuttering, gabble, aphasia, nasal speech, dysarthria, mutism, severe speech perception and speech comprehension disorder, central lispings, delayed speech development):
  - a) substitution of an oral exam by a written one, and the use of special technical tools for assessments,
  - b) exemption from the language examination or part or level of the language examination,
  - c) providing a longer preparation period than the preparation period for non-disabled students,
  - d) the provision of a personal assistant during the student's studies.
- (6) Benefits for students with mental disabilities:
  - a) in case of students with dyslexia, dysgraphia, dysorthographia:
    - aa) substitution of a written exam by an oral one, or a written exam by a written one,
    - ab) in case of a written examination, providing a longer preparation period than the preparation period for non-disabled students,
    - ac) providing the necessary aids for the examination (in particular, computer, typewriter, spelling dictionary, thesaurus, dictionary of synonym),
    - ad) exemption from the language examination or part or level of the language examination;
  - b) in case of students with dyscalculia:

- ba) exemption from computational tasks, but theoretical knowledge may be required,
- bb) during the examinations, the use of all aids with which the student has previously worked during his/her studies (in particular, spreadsheets, calculator, configuration, mechanical and manipulative devices) and the provision of a longer preparation period;
- c) in case of hyperactive students with attention deficit disorder:
  - ca) substitution of a written exam by an oral one, or an oral exam with a written one,
  - cb) providing a longer preparation period than the preparation period for non-disabled students,
  - cc) minimizing the waiting time for examinations,
  - cd) the use of special tools and equipment necessary for the solution of written assessments,
  - ce) holding longer examinations in several parts or allowing breaks without leaving the examination room or allowing physical activity, tolerating emotional expressions,
  - cf) a separate exam, separately from the other students,
  - cg) depending on individual characteristics, during the oral examination, if requested by the student, writing down or repeating the questions, breaking down complex questions into sub-questions, helping to clarify expectations and questions,
  - ch) digital access to questions and topics during lectures, seminars and examinations on audio media,
  - ci) the provision of a personal assistant during the student's studies;
- d) in case of students with behavioural dysfunction (disturbances in socio-adaptive processes, emotional control, aggression towards self or others, anxiety, behavioural characteristics showing weaknesses in self-regulation, different development of adaptability, targeted behaviour, self-organization or metacognition):
  - da) substitution of a written exam by an oral one, or an oral exam by a written one,
  - db) holding longer examinations in several parts or allowing breaks, tolerating individual urges and emotional expressions,
  - dc) a separate exam, separately from the other students,
  - dd) during the oral examination, if requested by the student, writing down the questions, clarifying expectations and questions, simplifying and clarifying the wording of questions and instructions,
  - de) longer preparation period than the preparation period for non-disabled students,
  - df) the provision of a personal assistant during the student's studies.
- (7) Benefits for students with autism:
  - a) adapting the circumstances of the assessment to the special needs of the student, oral examination instead of a written one, and written examination instead of an oral one,
  - b) assistance in clarifying expectations and questions during the examinations, and in oral examinations, putting questions and instructions in writing and simplify their wording,
  - c) longer preparation period than the preparation period for non-disabled students,
  - d) the use of special equipment (in particular voice recording device, computer, thesaurus, other supportive and infocommunication technologies) during the courses and assessments,
  - e) exemption from the language examination or part or level of the language examination,
  - f) exemption from certain practical requirements or their replacement by appropriate non-practical tasks due to the difficulties arising from the student's development disabilities,
  - g) the provision of a personal assistant during the student's studies.
- (8) The longer preparation period should be at least 30% longer than the preparation period for non-disabled students.

### Article 3

- (1) The type and extent of the disability of a student with disability, and whether it is permanent or temporary, shall be certified by a medical opinion.
- (2) If the student's (applicant's) disability or special educational needs already existed during the secondary school studies, and in view of this, the student received certain benefits during his/her

studies and in the school-leaving examination, the disability or special educational needs can be confirmed by an expert medical opinion issued by the county (capital) pedagogical service institutions or their member institutions acting as county or national expert committees (or their legal predecessors, the learning ability testing expert and rehabilitation committees and the national expert and rehabilitation committees).

- (3) If the student's (applicant's) disability or special educational needs did not exist during the secondary school studies, and thus the disabled person did not receive any benefits during his/her studies or in the school-leaving examination due to a disability or special educational needs, the disability can be confirmed by an expert opinion issued by the rehabilitation expert body or by its legal predecessors.
- (4) In the case referred to in point a) of section (2), the student shall submit, at the same time as enrolment, but no later than the submission of the application for preferential treatment, the certified copies of the documents issued by the public education institution which can prove that his/her disability already existed during his/her secondary school studies and he/she received benefits for this.

#### **Article 4**

- (1) To assist students with disabilities, the institution has a six-member committee, consisting of 1-1 person delegated by each faculty, and two student members elected by the University Students' and Doctoral Students' Union.
- (2) One of the members of the committee is the institutional coordinator who also chairs the committee.
- (3) Delegates are appointed by the Rector. The term of office of the faculty delegates is up to 3 years, while student representatives are appointed for one year.
- (4) Within its scope of activity, the committee
  - a) assists students with disabilities in their studies and in participating in university leisure, sports and other activities,
  - b) helps, by formulating university- and faculty-level strategies, the gradual development of a system of conditions that contributes to the equal participation of students with disabilities to participate in university life (physical and human resources, creation of an accessible environment, etc.),
  - c) consider the requests for exemptions submitted by students with disabilities,
  - d) gives an opinion to the Study Committee on the proof of disability in case the student requests an extension of his/her period of funding on the grounds of disability,
  - e) cooperates with students with disabilities who have a student status in the institution, asks for and listens to their opinions and suggestions.

#### **Article 5**

- (1) The committee shall meet as necessary. Students with disabilities may attend the meetings of the committee in an advisory capacity. The meeting is convened by the institutional coordinator as chairperson of the committee. The chairperson of the committee may also order a vote by email. The committee shall take its decision by simple majority. In the event of a tied vote, the chairperson shall have a casting vote.

#### **Article 6**

- (1) The tasks of the institutional coordinator are in particular:
  - a) participation in the work of the committee responsible for assessing the applications for preferential treatment submitted by students with disabilities, and keeping a record of applications,
  - b) maintaining contact with students with disabilities, their personal assistants and students of the University,

- c) helping students with disabilities during their studies and examinations, organizing consultations required by students with disabilities during the study period,
  - d) proposing the use of normative funding to assist students with disabilities in their studies, and the acquisition of equipment necessary for the provision of assistance.
- (2) Students with disabilities can annually comment on the work of the committee and the coordinator and its results, in accordance with the system of student feedback on the performance of the academic teaching staff.

#### **Article 7**

- (1) Applications for preferential treatment shall be addressed to the head of the faculty and submitted to the Registrar's Office. If not submitted at the time of enrolment, the application must be accompanied by a medical expert opinion certifying the type and extent of the disability.
- (2) Applications shall be sent by the head of the faculty to the institutional coordinator. Before taking a decision, the committee shall obtain the opinion of the university lawyer and the person responsible for the study programme.
- (3) The committee shall take a decision on the application within 30 days of its submission. If the application is submitted between 15 June and 31 August, the committee shall take a decision by 30 September. The reasoned decision of the committee shall be sent to the applicant, the head of the faculty and the Registrar's Office.
- (4) The student with disability may appeal against the decision of the committee according to the rules on the Procedure for Student Legal Remedy.
- (5) The head of the faculty is responsible for ensuring that the benefits granted to students with disabilities are respected.

#### **Article 8**

This Regulation shall enter into force on 3 April 2017.

Budapest, 29 March 2017.

Dr. Péter Balla

Rector