

KAPOSVÁR UNIVERSITY

ORGANISATIONAL AND OPERATIONAL REGULATIONS

VOLUME III.

annex 4.

**Regulations of study benefits and allowances provided by the
university for students with disability**

KAPOSVÁR

2018

The Senate of Kaposvár University (hereinafter: University) formulates the following Regulations on the authorisation of CCIV law of 2011. on national higher education (hereinafter: NHEA.), furthermore the 87/2015 (IV. 9.) Government Decree on certain provisions necessary for the implementation regulation of the CCIV law of 2011. on national higher education (hereinafter: IR) in agreement with the University Student Union.

General provisions concerning students with disabilities¹

1. §

(1) The students with disability (hereinafter: students with disability), especially a person who is to a significant extent restricted in communication, a person with dyslexia, dysgraphia, dyscalculia, with visual or hearing impairment and with reduced mobility, and those students who are in need of permanent medical attendance may obtain allowances for the accomplishment of the study requirements during their studies.

The student with disabilities shall verify the type and extent of his or her disability and whether such disability is permanent or temporary with a professional medical opinion.

(2) The dean decides on the consideration of applications for allowances and partial or total exemptions from study requirements students with disability are entitled to get on the proposal of the disability coordinator concerning assistance, exemptions and allowances on the basis of medical, health, legal expert opinions taking into consideration the provisions of the present regulation.

(3) The student may apply for legal remedy against the decision of the dean of the faculty within 15 days at the Students' Legal Remedy Committee.

(4) A disability coordinator shall be appointed at the faculty responsible for the matters of the students with special needs, who shall assist the students with special needs to exercise the rights deriving from the student legal status and to fulfil the obligations, especially in cases

¹ NHEA. 108. § 6. the student (applicant) with a disability: the person with reduced mobility, sensory impairment or speech deficit, in the case of several disorders persons with multiple disabilities, persons with autism or other mental developmental disorder (serious learning, attention or behavioural dysregulation);

IR. 64. § (2) According to the provisions of the organisational and operational regulations of the higher education institution:

- a) the application for assistance, exemption and benefits of the students with disabilities or the applicant with disabilities are decided,
 - b) the disability coordinator, who assists the students with disability on behalf of the institution, carries out his/her tasks and he/she is appointed,
 - c) the student with disability may have resort – according to the type and extent of his/her disability – to the personal and technical assistance and services provided by the institution or not provided by the institution but available in alternative ways,
 - d) the student with disability may use the study book and lecture notes benefits in case of special technical equipment substituting lecture notes assisting alternative ways of learning.
- (3) According to section (2) point b) the tasks of the disability coordinator:
- a) participation in the decision and recording of the application of the students with disabilities submitted according to section (2) point a),
 - b) maintaining contact with students with disabilities, their individual helpers and the students of the University,
 - c) ensuring the provision of assistance in the course of the studies and examinations of students with disabilities and, during the study period, coordinating counselling sessions for those students with disabilities, who require such service,
 - d) suggesting procurement of tangible assets required relating to the provision of assistance and making suggestions relating to the use of normative support to best serve the needs of students with disabilities with respect to the performance of their academic work.

defined by the present Regulation. The disability coordinator of the faculty is appointed by the dean of the faculty.

(5) On the request of the student, on the decision of the disability coordinator of the faculty a personal assistant may be appointed.

(6) The student may record the lectures, but he/she may use it exclusively during his/her studies. The recording shall be reported to the lecturer in advance.

(7) The deadline of the notification or the application for allowances for the students with special needs shall be determined in a way that the deadline of data retrieval obligations stipulated by the law shall be preceded by at least five days.

Special provisions²

2. §

(1) Types of special provisions:

- a) Provisions related to students with reduced mobility
- b) Provisions related to students with hearing impairment
- c) Provisions related to students with visual impairment
- d) Provisions related to students with speech disorders
- e) Provisions related to students with mental developmental disabilities
- f) Provisions related to students with autism
- g) Provisions related to preparation period

Provisions related to students with reduced mobility³

² NHEA. 49. § (8) Preparation and examination adjusted to the disability shall be provided for the student with disability, furthermore assistance shall be provided for him/her to be able to accomplish his/her obligations deriving from the student legal status. In duly justified cases they must be exempt from the learning of certain subjects or parts of subjects or reporting obligations. If necessary, they must be exempt from the language examination or one part of it or its level. Longer preparation period must be provided at the examinations, at the written report the application of aids – especially a typewriter, a computer -, if necessary, the substitution of a written report by an oral report or the substitution of an oral report by a written report shall be provided. The exemption applied on the basis of this section may be provided exclusively by taking into consideration the circumstances underlying the exemption and may not lead to the exemption from the basic study requirements of the qualification certified by the diploma.

IR. 62. § (1) The higher education institution, on the request of the students with disabilities, must determine certain requirements differing in part or in whole from the general requirements of the curriculum, with particular attention to paragraph (8) of Article 49 of the NHEA, the performance of same must be put aside, at least one, if necessary more, benefits listed in paragraph (2)-(7) of Article 8 of this Regulation must be granted to the concerned student, if according to the expert medical opinion the concerned student is entitled to receive any benefits or exemptions.

IR. 64. § (1) *With respect to their disability, based on the expert opinion specified in 63. § (1), the student may apply for partial or full exemption from the performance of academic obligations or examinations, or permission to complete them in other ways. (Amended by Senate Decision No.99/2018. (XII. 18.) valid from 18 December 2018.)*

³ IR. 62. § (2) The benefits which may be provided in case of students with reduced mobility are:

- a) partial or full exemption from the performance of practical requirements or performance of same in an alternative manner,
- b) the substitution of a written examination by an oral examination or an oral examination by a written examination,
- c) exemption from under the language examination or a part or level thereof,
- d) exemption from the performance of tasks requiring manual skills, with the condition that the knowledge of theory may be tested,
- e) providing opportunity for the use of special tools and equipment necessary for the performance of written tasks,
- f) to provide a preparation period longer than the preparation period determined for students who do not have any disabilities,

3. §

(1) On the request of a student with reduced mobility the examiner is obliged to provide a written examination instead of an oral examination, or an oral examination instead of a written examination.

(2) On the request of the student, on the recommendation of the disability coordinator of the faculty and the university the responsible lecturer for the study unit, with the concurrent definition of substitution requirements may recommend exemption from the completion of practical requirements and the geometric, construction tasks.

(3) In case of a written examination the disability coordinator of the faculty provides the special tools or the necessary aids taking into consideration the student's request indicated at least 4 working days before.

Provisions related to students with hearing impairment⁴

4. §

(1) On the request of the student with hearing impairment the examiner is obliged to provide a written examination instead of an oral examination. The student is obliged to show his/her permission about it to the examiner as long as he/she would like to use the allowance in case of the given subject(s).

(2) The dean of the faculty on the basis of the recommendation of the disability coordinator of the faculty and the university – on request – may give exemption from the accomplishment of the oral [„A”] type language examination if the student is not able to accomplish the oral requirements of the state-recognized complex [„C”] type language examination because of his/her disability, or the student with serious hearing impairment may be exempt from the state-recognized language examination requirement.

(3) In case of an oral examination the disability coordinator of the faculty provides the necessary tools taking into consideration the student's request indicated at least 4 working days before.

Provisions related to students with visual impairment⁵

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- g) ensuring personal assistance in performing institutional administration tasks. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for institutional administrations” is substituted by „during the student's studies”.)

⁴ IR. 62. § 3) The benefits which may be provided in case of hearing impaired students (deaf, hard of hearing) are:

- a) partial or full exemption from the performance of practical requirements or performance of same in an alternative manner,
- b) the substitution of a written examination by an oral examination, in case of an oral examination, if the concerned student requires it, the provision of a sign language or oral interpreter,
- c) exemption from under the language examination or a part or level thereof,
- d) with respect to clarity and understanding of the terms of lectures and examinations a simultaneous display of what has been said in writing for the concerned student,
- e) the provision of tools and visual illustration aids in case of every examination,
- f) to provide a preparation period longer than the preparation period determined for students who do not have any disabilities,
- g) ensuring personal assistance in performing institutional administration tasks, provision of notetaking interpreter or a sign language interpreter. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for institutional administration” is substituted for „during the student's studies”.)

⁵ IR. 62. § (4) The benefits which may be provided in case of visually impaired students (blind, partially sighted) are:

- a) partial or full exemption from the performance of practical requirements or performance of same in an alternative manner,

5. §

(1) On the request of the student with visual impairment the examiner is obliged to provide an oral examination instead of a written examination. The student is obliged to show his/her permission about it to the examiner as long as he/she would like to use his/her allowance in case of the given subject(s).

(2) The dean of the faculty on the basis of the recommendation of the disability coordinator of the faculty and the university – on request – may give exemption from the accomplishment of the written [„B”] type language examination if the student is not able to accomplish the written requirements of the state-recognized complex [„C”] type language examination because of his/her disability, or the student with serious visual impairment may be exempt from the state-recognized language examination requirement.

(3) In case of an oral examination the disability coordinator of the faculty provides the necessary tools taking into consideration the student’s request indicated at least 4 working days before.

(4)) On the request of the student, on the recommendation of the disability coordinator of the faculty and the university the responsible lecturer for the study unit, with the concurrent definition of substitution requirements may recommend exemption from the completion of practical requirements and the geometric, construction tasks.

Provisions related to students with speech disorders⁶

6. §

(1) On the request of the student with speech disorder, the examiner is obliged to provide a written examination instead of an oral examination. The student is obliged to show his/her permission about it to the examiner as long as he/she would like to use his/her allowance in case of the given subject(s).

(2) The dean of the faculty on the recommendation of the disability coordinator of the faculty and the university – on request – may give exemption from the accomplishment of the oral

b) the substitution of a written examination by an oral examination, or in case of a written examination the use of special technical tools,

c) exemption from under the language examination or a part or level thereof,

d) exemption from the performance of tasks requiring manual and or visual skills, with the condition that the knowledge of theory may be tested,

e) access to questions and topics during lectures, examinations and assignments via sound recording device, in a digital form, Braille writing or in a magnified manner,

f) to provide a preparation period longer than the preparation period determined for students who do not have any disabilities,

g) ensuring personal assistance in performing institutional administration tasks. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for institutional administrations” is substituted for „during the student’s studies”.)

⁶ IR. 62. § (5) The benefits which may be provided in case of students with the following disabilities (dysphasia ,dyslalia, dysphonia, stuttering, gabble, aphasia, nasality, dysarthria , mutism , severe speech perception and speech comprehension disorder, central lispng , delayed speech development) are:

a) the substitution of oral examination by a written examination, and in case of examination the use of special technical tools,

b) exemption from under the language examination or a part or level thereof,

c) to provide a preparation period longer than the preparation period determined for students who do not have any disabilities,

d) ensuring personal assistance in performing institutional administration tasks. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016.. The text „for institutional administrations” is substituted for „during the student’s studies”.)

[„A”] type language examination if the student is not able to accomplish the oral requirements of the state-recognized complex [„C”] type language examination because of his/her disability, or the student with serious speech disorder may be exempt from the state-recognized language examination requirement.

(3) In case of an oral examination the disability coordinator of the faculty provides the necessary tools taking into consideration the student's request indicated at least 4 working days before.

(4)) On the request of the student, on the recommendation of the disability coordinator of the faculty and the university the responsible lecturer for the study unit, with the concurrent definition of substitution requirements may recommend exemption from the completion of practical requirements.

Provisions related to students with mental developmental disabilities⁷

7. §

⁷ IR. 62. § (6) The benefits which may be provided in case of students with Mental Developmental Disabilities are:

a) in case of students with dyslexia , dysgraphia and dysortografie:

aa) the substitution of a written examination by an oral examination or an oral examination by a written examination,

ab) in case of a written examination, the provision of a preparation period longer than the preparation period determined for students who do not have any disabilities,

ac) the provision of tools necessary for the taking of an examination (particularly, computer, typewriter, spelling, vocabulary, dictionary thesaurus),

ad) exemption from under the language examination or a part or level thereof;

b) in case of a student with dyscalculia:

ba) exemption from the performance computing tasks, but theors may be tested,

bb) the use of all those aides which were used earlier by the student in the course of his or her studies (particularly spreadsheets, calculators, configuration, mechanical and manipulative devices), and longer preparation period;

c) students with hyperactivity, attention deficit disorder:

ca) the substitution of a written examination by an oral examination or an oral examination by a written examination,

cb) to provide a preparation period longer than the preparation period determined for students who do not have any disabilities,

cc) the student's waiting period must be reduced to a minimum,

cd) use of special tools and equipment necessary for the performance of written tasks,

ce) conducting longer examination in parts, or providing rest period without leaving the exam location, or the authorization of mobile activities or tolerating emotional expressions/outbursts,

cf) separate examination separated from the other students,

cg) depending on individual needs, in the course of oral examination, at the request of the student, the questions may be written down or repeated several times, the breaking down of complex questions to partial units, help in clarifying expectations and questions,

ch) access to questions and topics during lectures, examinations and assignments via sound recording device, in a digital form,

ci) ensuring personal assistance in performing institutional administration tasks; (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for the institutional administrations” is substituted for „during the student's studies”.)

d) student with behavioural dysregulation (disruption of socio-adaptive processes, emotional control, self or toward others, aggression, anxiety, self-control weakness showing behavioural characteristics, adaptability, the targeted behaviour, self-organization, and meta cognition different development):

da) the substitution of a written examination by an oral examination or an oral examination by a written examination,

db) conducting longer examination in parts, or providing rest period without leaving the exam location, or the authorization of mobile activities or tolerating emotional expressions/outbursts,

dc) separate examination separated from the other students,

dd) in the course of oral examination, at the request of the student, the questions may be written down, help in clarifying expectations and questions, the simplifying and clarifying of questions, and instructions,

de) preparation period longer than the preparation period determined for students who do not have any disabilities,

df) ensuring personal assistance in performing institutional administration tasks. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for institutional administrations” is substituted for „during the student's studies”.)

The students with mental developmental disabilities (dyslexia-dysgraphia-disortografie, dyscalculia, hyperactivity, attention deficit disorder, behavioural dysregulation)

(1) On the request of the student with mental developmental disability the examiner is obliged to substitute a written examination by an oral examination or to substitute the oral examination by a written examination taking into consideration the specific state of the disability. The student is obliged to show his/her permission about it to the examiner as long as he/she would like to use it in case of the given subject(s).

(2) In case of an oral or a written examination the disability coordinator of the faculty provides the necessary tools taking into consideration the student's request indicated at least 4 working days before.

(3) The dean of the faculty on the basis of the recommendation of the disability coordinator of the faculty and the university – on request – may give exemption from the accomplishment of the oral [„A”] type or the written [„B”] type language examination if the student is not able to accomplish the oral or the written requirements of the complex [„C”] type language examination because of his/her disability. In a serious case exemption from the accomplishment of the state-recognized language examination requirement may be given to the student as well.

Provisions related to students with autism⁸

8. §

(1) In case of a student with autism the examiner is obliged to provide a written examination instead of an oral examination, or an oral examination instead of a written examination for the student. The student is obliged to show his/her permission for that to the examiner as long as he/she would like to use this allowance in case of the given subject(s).

(2) On the request of the student on the recommendation of the coordinator the lecturer responsible for the subject shall make the questions of the examination clear or simplify the questions if necessary.

(3) In case of an oral examination the disability coordinator of the faculty provides the necessary tools taking into consideration the student's request indicated at least 4 working days before.

(4) The dean of the faculty on the basis of the recommendation of the disability coordinator of the faculty and the university – on request – may give exemption from the accomplishment of the oral [„A”] type or the written [„B”] type language examination if the student is not able to accomplish the oral or the written requirements of the state-recognized complex [„C”] type language examination because of his/her disability. In a serious case an exemption from the state-recognized language examination requirement may be given to the student.

(5) On the request of the student, on the recommendation of the disability coordinator of the faculty and the university the responsible lecturer for the study unit, with the concurrent

⁸ IR. 62. § (7) The benefits which may be provided in case of students with autism are:

a) the circumstances of the examination must be adjusted to the special needs of the student, the substitution of a written examination by an oral examination or an oral examination by a written examination,

b) provision of assistance in the course of examinations to clarify expectations and issues, in case of oral examination the simplifying and clarifying of questions, and instructions,

c) preparation period longer than the preparation period determined for students who do not have any disabilities,

d) the use of special applications during the courses and the examinations (primarily recordings, computers, dictionary, other support information and communication technologies,)

e) exemption from under the language examination or a part or level thereof,

f) due to the difficulties arising from the developmental disabilities exemption from certain practical requirements, or appropriate substitution of same by the performance of non-practical tasks,

g) ensuring personal assistance in performing institutional administration tasks. (Amended by 9/2016. (III. 24.) resolution number by the Senate, effective from 24. March, 2016. The text „for institutional administrations” is substituted for „during the student's studies”.)

definition of substitution requirements may recommend exemption from the completion of practical requirements.

Provisions related to preparation period⁹

9. §

(1) On the request of the student with disability the lecturer or the examination board shall lengthen the preparation period during the written or the oral examination – compared to the length of time determined for students who do not have any disabilities – according to the provisions of the IR.

Other implementation regulations¹⁰

10. §

Provisions connected to the establishment and verification of the disability¹¹

11. §

(1) If the applicant's disability already existed during public education studies and as a result the disabled person received certain benefits in the course of his or her studies and during the taking of the high school final examinations, then the documents verifying it shall be attached to the application for benefits or exemptions as simple copies.

(2) In case of a student with a student legal status the application shall be submitted to the disability coordinator of the faculty.

(3) In case of students who have already passed the final examination the application shall be submitted to the disability coordinator of the university.

⁹ IR. 62. § (8) The longer preparation period which may be available to students with disabilities must be determined to be at least 30% longer than the preparation period determined for students who do not have any disabilities..

¹⁰ IR. 62. § (9) In case of multiple disabilities any of the allowances described by sections (2)-(7) may be granted taking into consideration the student's personal needs.

(10) In a justified case the higher education institution may provide further allowances other than defined by sections (2)-(7) to the student on request on the basis of an expert opinion.

(11) The student applying for a doctoral programme, the doctoral student or the doctoral candidate may not get exemption from the language examination or part of it in case of the doctoral programme.

(12) A former student with a disability who has taken the final examination and whose student legal status has terminated and has not accomplished the language examination requirements necessary for the qualification, may get exemption from the language examination or its part or its level.

¹¹ IR. 63. § (1) *The disabled student (applicant) certifies the type of their disability with an expert opinion issued by a body specified in paragraphs (2) or (3). (Amended by Senate Decision No. 99/2018. (XII. 18.) valid from 18 December 18 December 2018.)*

(2) *If the student's (applicant's) disability was present during the student's secondary education studies, the student's special needs can be proven with an expert opinion issued by county (capital) pedagogical institutions, their relevant county-level or national member institutions functioning as expert committees (or their legal predecessors in the form of expert or rehabilitation committees assessing learning abilities or national expert or rehabilitation committees), except if the applicant pursued their adult education in an arrangement other than a full-time work schedule. Otherwise, the student's disability and/or special needs can be verified by an expert opinion issued by the ELTE Teaching National Pedagogical Professional Service and its legal predecessor the Eötvös Loránd University Teaching Professional Service of Special Education and Speech Therapy, Expert and Rehabilitation Committee and the Institute of Professional Services in Special Education. (Amended by Senate Decision No. 99/2018. (XII. 18.) valid from 18 December 18 December 2018.)*

(3) *If the student's (applicant's) disability was not present during the student's secondary education studies, the disability can be proven via a report from the rehabilitation expert body or any of its legal predecessors. (Amended by Senate Decision No. 99/2018. (XII. 18.) valid from 18 December 18 December 2018.)*

(4) The condition of the student's assistance is: the registration. The disability coordinators may give appropriate assistance to the students with special needs if the students apply and submit the appropriate certificates, namely they register.

(5) The registration is the filling in of the form downloadable from the website of Kaposvár University, then its submission to the disability coordinator of the faculty or the university on paper. On the request of the student, the disability coordinators shall give assistance to fill in the form.

(6) In case of new students the registration lasts until 15. September of each academic year, in case of old students it is continuous.

Closing provisions

12. §

(1) The present regulation was debated on the proposal of the educational vice-rector by the session of the Senate of Kaposvár University on 18. December, 2015. and adopted by 90/2015 (XII.18.) resolution number. The present regulation is effective from 18. January, 2016.

(2) The regulation is found on the website of the institution.

(3) The amendments to the present regulation were debated by the session of the Senate of Kaposvár University on 24. March, 2016. and adopted by 9/2016. (III. 24.) resolution number. The amendments are effective from the date indicated in the footnotes.

(4) Volume III. and its annexes of the Organisational and Operational Regulations of Kaposvár University were debated by the session of the Senate of Kaposvár University on 29. June, 2017. and adopted by 39/2017. (VI. 29.) resolution number. The amendments to the regulations are effective from the day of adoption. The present regulation, which is annex 4. of volume III. of the Organisational and Operational Regulations of Kaposvár University, shall remain in full force and effect.

(5) The amendments of this regulation were discussed by the Senate of Kaposvár University at its session held on 18 December 2018. and adopted by Decision No. 99/2018. (XII. 18.). The amendments adopted by the Decision shall enter into force on the day of adoption.

Kaposvár, 18 December 2018.


Prof. Dr. Ferenc Szávai DSc
rector



