III.1.2. On the conditions necessary to ensure equal opportunity to students with disability to continue their education

The Senate on its 13 July 2015 with its resolution number SZ-123/2014/2015. (2015. VII. 13.) supported the acceptance of the Regulations on the conditions necessary to ensure equal opportunity to students with disability to continue their education.

At the same time the previous regulation is revoked.
Corvinus University of Budapest pursuant to Act CCI V of 2011 on the National Higher Education (hereinafter the “NHAA”) and Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities, and Government Decree 87/2015. (IV.9.) on the enforcement of certain provisions of Act CCIV of 2011 on the National Higher Education, and Government Decree 51/2007. (III. 26.) on the benefits of, and certain fees payable by, students taking part in higher education, and Government Decree 423/2012. (XII. 29.) on admission procedure in higher education, established the following Regulation on the conditions necessary to ensure equal opportunity to students with disability to continue their education.

1. §

The scope of the regulation covers persons being in a student status legal relationship with the University; furthermore, to applicants with disabilities applying for admittance pursuant to 4. § of this Regulation (hereinafter the “Applicant”).

2. §

In the meaning of this Regulation a students with disabilities and applicants with disabilities is pursuant to Article 4 a) of Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities shall mean any person living with disability: anyone who is to a significant extent or entirely not in possession of sensory - particularly sight, hearing - locomotor or intellectual functions, or who is substantially restricted in communication and is thereby placed at a permanent disadvantage regarding active participation in the life of society; and pursuant to Government Decree 51/2007. (III. 26.) on the benefits of, and certain fees payable by, students taking part in higher education, those persons who a) due to their disability require permanent or advanced monitoring and care or nursing, and those who due to their disability regularly require personal or technical assistance and or services, or b) had lost at least 67% of his/her ability to perform work or suffered at least a 50% health damage and this condition had existed for a period of one year or will last at least for a period of one year in the foreseeable future

3. §

The University applicants and University students with disabilities, with particular attention to their disability, based on professional medical opinion and on the explicit consent of the Disability Commission issued in this regard, are entitled to exemptions in part or in whole from the performance of their academic obligation and examinations, or are entitled to perform such obligations and examinations in an alternative manner as well as to additional assistance while taking examinations.

4. §

(1) Applicants with disabilities, pursuant to paragraph (4) of Article 24 of Government Decree 423/2012. (XII. 29.) on admission procedure in higher education, are entitled to receive the same benefits provided to them under the laws on public education.

(2) Any disabled person, who had not received any benefits/preferential treatment relating to his/her disability in the past or is unable to verify this pursuant to the relevant legal requirements, is entitled
to apply for the benefits/preferential treatment at the commencement of and/or in the course of his/her studies at the disability coordinator of the competent faculty.

(3) It is the task of the Disability Commission, within the options provided by the applicable laws, according to the type and extent of the disability, to make a decision relating the disabled student’s entitlement to receive technical and personal assistance and access to and reimbursement for certain services provided by the University.

(4) It is the task of the Disability Commission, within the options provided by the applicable laws, to make a decision relating to the use and provision of authorized personal and technical assistance and services.

(5) The Disability Commission, in case of technical equipment, such as special note taking or note replacing technical equipment assisting in a different method of preparation, shall make a suggestion relating to the use of textbook and notes support.

5. §

(1) The Student with disabilities shall verify the type and extent of his or her disability and whether such disability is permanent or temporary with the professional medical opinion described in paragraph (2) of this regulation.

(2) If the applicant’s

a) disability, special educational needs, already existed during secondary 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 disability and the special educational needs shall be verified by the expert medical opinion of the the county (city) pedagogical service institutions and their member institutions, acting as a county or national expert committee (or from among its legal predecessors the learning aptitude-testing expert and rehabilitation committees, and national expert and rehabilitation committees).

b) If the applicant’s disability, special educational needs, did not exist during secondary studies, and thus the disabled person did not receive any benefits in the course of his or her studies and during the taking of the high school final examinations, the the disability may be verified by a medical expert opinion issued by the rehabilitation expert body or its predecessors.

(3) The student, in light of his or her disability, based on the medical expert opinion described in paragraph (1) of this regulation is entitled to request from the Disability Commission an exemption in part or in whole from the performance of his or her academic obligations and examinations, or authorization to perform such obligations and examinations in an alternative manner.

(4) The person with disabilities must submit the expert medical opinion at enrolment/registration but at the latest by the 30th of September or the 1st of March to the disability coordinator of the competent faculty. Deviation from these submission deadlines may be authorized in justified cases.

(5) The students with disabilities is entitled to receive the applicable benefits only after the submission of the relevant expert medical opinion.
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6. §

(1) The Disability Commission decides on the application for exemption and assistance of the students with disabilities or the applicant with disabilities, the members of which commission are the disability coordinators of the concerned faculties and its president is the university disability coordinator.

(2) The Disability Commission shall make its decision by the 15th of October or the 15th of March. If said applications for any exemption and/or assistance are submitted during the course of the year, then the Disability Commission shall make its decision within 15 days from the date of its receipt of said application. The president of the Disability Commission, in justified cases, is entitled to extend the decision making deadline one time by 8 days.

(3) The students with disabilities or the applicant with disabilities is entitled to submit and appeal to the Appeals Commission requesting a review of the decision of the Disability Commission within 15 days from the date of the receipt of the decision. The concerned student must be informed relating to the decision on the appeal within 15 days from the date said decision is rendered.

(4) The students with disabilities, within the first two weeks after the commencement of the academic year, but at the latest within 5 business days from the date of the concerned student’s receipt of the decision, must inform his or her educators/teachers relating to the academic and examination benefits he or she is entitled to receive.

7. §

The higher education institution, at 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 NHAA, 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.

8. §

(1) In certain areas of disabilities the below conditions and benefits ensuring equal opportunity treatment may be granted to students with disabilities:

(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,
   g) ensuring personal assistance in performing institutional administration tasks.
(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 note-taking interpreter or a sign language interpreter.

(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,
   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.

(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.

(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,
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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.

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.

(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) do 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.
9. §

(1) in case of multiple disabilities any of the benefits described in paragraph (2) to (7) of Article 8 of this regulation may be provided, taking into consideration the needs of the disabled student.

(2) The Disability Commission, in justified cases, at the request of the student, based on the expert medical opinion, in addition to the benefits described in paragraph (2) to (7) of Article 8 of this regulation, may also provide further or other benefits to the disabled student.

(3) 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. The Disability Commission, at its own discretion, may authorize a preparation period longer than the above described extended preparation period.

(4) Students applying to doctoral programmes, PHD students and PHD candidates are not entitled to exemption from the language examination or a part or level thereof, with respect to doctoral studies.

(5) An ex-student with disabilities, who has already completed his or her final examinations and student status has been terminated, is entitled to the foreign language examination or a part or level thereof, but have not fulfilled the foreign language requirement necessary to earn a given qualification.

10. §

(1) University and faculty disability coordinators are designated to assist the academic work/studies of students with disabilities. The work of the faculty disability coordinator is supported by the work of a university disability coordinator.

(2) The University disability coordinator is designated by the Rector and the faculty disability coordinator is designated by the Dean.

(3) The disability coordinator must have a higher education degree and competences in disability matters or must have professional experience relating to management of disability issues.

(4) The tasks of the faculty disability coordinator
   a) participation in the work of the disability commission relevant to the adjudication of applications submitted by students with disabilities,
   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,
   e) maintaining records, in compliance with the relevant data protection laws, relating to the number of students with disabilities, and assuring that the collected data are properly used for statistical purposes,
   f) identifying students with disabilities
   g) the statistical data of students with disabilities shall be reported to the Study Department/Office and the University disability coordinator within 60 days from the date of enrolment of said student.
(5) Students with disabilities evaluate/comment the work of the work performance of the faculty disability coordinator on an annual basis, and the results of same must be taken into consideration when the coordinator is assigned/designated.

(6) The tasks of the University disability coordinator particularly but not exclusively are:
   a) maintaining contact with the faculty disability coordinators,
   b) preparation of records, statistics and reports on the University level,
   c) heading up the Disability Commission,
   d) keeping track of/monitoring changes in relevant laws and regulations.

(7) The University disability coordinator shall receive remuneration in consideration for the performance of the tasks described in the above paragraph (6); The faculty disability coordinator shall receive remuneration in consideration for the performance of the tasks described in the above paragraph (4).

11. §

(1) The Senate ratified this Regulation on 13 July 2015 and at the same time the previous regulation is annulled.

(2) This regulation enters into force on the day after the date of its acceptance.

dr. Zsolt Rostoványi
Rector

Dr. Lívia Pavlik
Chancellor

To verify the document:

dr. Marica Sárközi-Kerezsi
the secretary of the Senate