



8/2022 no. rector's decree Methodological guide for students with special needs

J. Selye University

Komárom, 2022

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The Methodological Guide is a document that is part of the Law on Higher Education and Amendments and Supplements to Certain Laws, 131/2002, amended several times. s. Act (hereinafter: Higher Education Act) § 100 and Act No. 458/2012 on the minimum requirements for students with special needs. s. makes the principles of creating suitable conditions available to applicants and students with special needs in accordance with the decree.

1. INTRODUCTORY PROVISIONS

J. Selye University, (hereafter referred to as "SJE") 131/2002, amended several times, on the amendment and addition of the Higher Education Act and certain laws. s. Act (hereinafter: Higher Education Act) § 100 and Act No. 458/2012 on the minimum requirements for students with special needs. s. creates a generally accessible academic environment and suitable study conditions for students with special needs without reducing the requirements for their academic performance in accordance with the Decree.

2. STATEMENT ON EQUAL OPPORTUNITIES

SJE ensures the right to education for everyone in accordance with current legislation and international obligations, as well as the UN Convention on the Rights of Persons with Disabilities. People with special needs are people whose physical and mental abilities limit their activities in general environments and situations.

3. WHO IS A STUDENT WITH SPECIAL NEEDS?

1. A student with special needs is a student who:
 - a) with sensory, physical and cumulative disabilities,
 - b) with a chronic illness,
 - c) with health impairment,
 - d) with psychological difficulties,
 - e) with autism or other pervasive developmental disorders,
 - f) and struggles with learning disabilities.

4. CHARACTERIZATION OF STUDENTS WITH SPECIAL NEEDS

1. Based on classification into one of the groups listed in § 100, paragraph 2 of the Higher Education Act, for the purpose of deciding whether to grant student status with special needs, the individual categories can be characterized as follows:
2. **A student with a sensory impairment** is a visually impaired (blind, partially sighted) and/or hearing impaired (deaf, hard of hearing) student:
 - a) *The blind student* cannot use his sight during his studies, works with alternative formats of study materials (accessible electronic form, audio form, dot font, embossed form, etc.) and uses assistive technologies designed for the blind (screen reader, voice synthesis, Braille line, recognition program, printer with embossed output, etc.) when working with academic literature.
 - b) *The visually impaired student* can use his vision to a limited extent, during his/her studies he/she works with the standard formats of the course materials, which may require modification (e.g. enlarging the text size of the course material, changing the font and background contrast, etc.), aids (e.g. a magnifying glass) and uses assistive technologies (e.g. magnifying software) during his studies.
 - c) *The deaf and severely hearing impaired student* uses different forms of communication during communication and obtaining information. The primary form can be sign language, the secondary form can be spoken language, or the primary form can be spoken language using additional compensatory mechanisms (visual speech perception). In learning, he/she uses compensatory aids (hearing device, cochlear implant, radio communication system, etc.) and support services (interpreter, note-taker).
 - d) *The hard of hearing student* mostly uses spoken language to communicate and obtain information, which is supported by various compensatory aids (e.g. hearing aids, cochlear implants, communication systems, etc.) and other communication and technical aids (visual speech perception). This group also includes the postlingual hearing impaired, whose form of communication is spoken language.
3. **A student with a physical disability** is a student with a lower and upper limb or a fine motor disability:
 - a) *A student with mobility impairments in his lower limbs* (unable to walk independently) can (therefore) move only to a limited extent. Uses assistive devices (e.g. crutches, walking frame) and/or wheelchair (mechanical or electric) for movement. He/she may need the help of another person.

- b) *A student with an upper limb disability* is only able to write and take notes to a limited extent, and manage study materials and technology. He/she may need the help of another person.
4. *A student with multiple disabilities* is a student who has two or more disabilities that limit his/her ability to learn in the normal learning mode, that limit his ability to receive, process and transmit information and/or his/her ability to move and find his way around independently.
 5. *A student with a chronic illness* is a student who suffers from cystic fibrosis, epilepsy, multiple sclerosis, organ or tissue transplantation, cardiovascular disease, neurological disease, and other progressive diseases that require frequent or long-term and irregular sick leave, or negatively affects the ability to learn under normal circumstances.
 6. *A student living with impaired health* is considered to be a student who is chronically ill and subsequently recovers, or whose resistance to the disease has decreased, or who is prone to the recurrence of the disease, or a student who, due to an unsuitable environment, an unsuitable lifestyle, exposed to health risks due to improper nutrition.
 7. *A student with mental difficulties or illness* is defined as a student whose current psychological condition or long-term mental health disorder affects his/her ability to fulfill his/her academic obligations in a normal way (problems related to the organization of studies and the management of academic obligations).
 8. *A student with autism or another pervasive developmental disorder* is considered to be a student with an autism spectrum disorder who does not have mental retardation (e.g. Asperger's syndrome), which affects the standard performance of his/her academic obligations.
 9. *A student with learning disabilities* is a student who has dyslexia, dysortography, dysgraphia, dyscalculia, etc. Specific learning disabilities is a general term for a group of disorders that manifest in significant difficulties in reading, writing, arithmetic, listening and communication.

<p style="text-align: center;">5. RIGHTS, REQUIREMENTS AND OBLIGATIONS OF SPECIAL NEEDS STUDENT APPLICANTS</p>

Applicants with special needs are advised to contact the coordinator for advice regarding the choice of study area and the university's support services. In this regard, the applicant must provide the coordinator with sufficient information about his/her own limitations and special needs.

1. Applicants with special needs decide independently on the final selection of the study major and program, keeping in mind their own abilities to fulfill the study obligations.

2. Before the entrance exam:
 - a) If part of the proof of academic suitability is the entrance exam, the form and manner of conducting the entrance exam must be determined at the request of the applicant with special needs, taking into account their special needs, based on an assessment of their special needs.
 - b) The applicant must contact the coordinator in time (at least 1 month before the entrance exam) so that he/she can ensure the appropriate conditions for the entrance exam.
 - c) Based on the coordinator's written proposal, the dean of the relevant faculty, in cooperation with the coordinator, is obliged to provide an entrance exam that takes into account the specific needs of the given applicant.

6. STATUS OF THE SPECIAL NEEDS STUDENT

1. The SJE fully accepts the student's right to privacy, therefore granting the status of student with special needs only based on the student's request. ***The application for the special needs student status*** and the consent to the evaluation of the special needs must be submitted to the coordinator. You can apply for special needs student status at any time during your studies.
2. In order to evaluate the special needs of the SJE student and to determine the scope of study support, ***the SJE student submits an expert opinion*** on the special needs of the SJE student to the coordinator, which includes **the opinion of a doctor, specialist, psychologist, speech therapist, school psychologist, school speech therapist or special pedagogue.**
3. Based on the Expert Opinion on the special needs of the SJE student, the coordinator evaluates the special needs of the student and determines the study support services recommended for the student. Based on this, write the Proposal for the recognition of special needs student status to the dean of the relevant faculty. The coordinator adjusts the proposal to the specific needs of the student.
4. Based on the proposal for the recognition of special needs student status, the dean recognizes the special needs student status in the form of a decision. The decision must be handed over to the student personally or sent by hand delivered by post. After receiving the decision, the coordinator registers the student's status in the SJE Academic Information System.

5. After registration, the coordinator informs those concerned about the status and special needs of the student with special needs:
 - a) deputy dean responsible for academic and social affairs,
 - b) the study department,
 - c) the departments that participate in the education of the student in accordance with the curriculum of the student concerned,
 - d) the director of the SJE University Library,
 - e) the director of the SJE Dormitories (hereinafter: student dormitories), if the student lives in the student dormitory or plans to live in the student dormitory, where the coordinator must also take into account the student's right to privacy.

<p style="text-align: center;">7. RIGHTS AND OBLIGATIONS OF THE SPECIAL NEEDS STUDENT</p>
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1. During his/her studies at SJE, a student with special needs has the right to the following:
 - a) ensuring the possibility of using special educational tools,
 - b) the individual attitude of university lecturers towards the student,
 - c) application of individual teaching methods, especially individual teaching of selected subjects for intellectually disabled students,
 - d) ensuring individual conditions during studies without reducing study requirements,
 - e) the waiver of the tuition fee in justified cases, if the length of the studies exceeds the standard length of the given study program.

2. During his/her studies at SJE, a student with special needs is responsible for:
 - a) for informing the university coordinator about his health impairment or changes in his state of health,
 - b) for compliance with the study regulations of the university and the internal regulations of the SJE, as well as other generally applicable legislation,
 - c) for fulfilling the conditions contained in the decision on the inclusion in the register of students with special needs and the provision of appropriate modifications and support services,
 - d) for attending classes, fulfilling academic obligations, academic results,
 - e) for the submission of authentic, factual documentation necessary to document the disability and/or learning disability.

8. RIGHTS AND OBLIGATIONS OF THE UNIVERSITY

1. SJE has the right to:
 - a) to protect the academic standards defined in the approved accreditation documentation of the study program and the profile of the graduate student,
 - b) to require that the knowledge, competences and skills of the applicant and student with special needs meet the requirements of the higher education institution at the given study level,
 - c) require the submission of documentation on the condition of students who require support, appropriate adjustments or support services due to their special needs,
 - d) not to assess the special needs student status if the student does not submit the necessary documentation.

2. SJE assumes responsibility for:
 - a) for creating an academic environment accessible to everyone,
 - b) to increase the accessibility of study programs, services and activities for the widest possible range of students,
 - c) ensuring appropriate measures to eliminate existing obstacles, prevent the formation of new obstacles and compensate for the effects of obstacles in the academic environment,
 - d) to provide financial resources to create appropriate conditions for the studies of students with special needs.

9. DUTIES OF THE SPECIAL NEEDS STUDNET COORDINATOR

1. At SJE, there is a coordinator for students with special needs at the university level, (hereinafter: coordinator), who is appointed by the rector.

2. The duties of the coordinator mainly include:
 - a) to take an active role in identifying students from the point of view of whether they are students with special needs or whether they can be,
 - b) evaluate the special needs of the students and the range of appropriate support services, as well as participate in their provision,
 - c) to ensure cooperation with SJE staff, university units and faculties, mainly through information and advice related to the special needs of students,
 - d) provide or ensure counseling for students with special needs,

- e) ensure support services for students with special needs and coordinate the implementation of these services,
- f) make an annual proposal to support the studies of students with special needs, including the use of funds related to material and technical aids and tools,
- g) report annually to the SJE management on the conditions for using the university's support services.

Contact the SJE coordinator for students with special needs:

Mgr. Bc. Ulbrik Zoltán

sih@ujs.sk

Web:

<https://www.ujs.sk/hu/oktatas/a-specialis-igenyu-hallgatok.html>

10. TECHNICAL CONDITIONS FOR STUDENTS WITH SPECIAL NEEDS

1. The building of the *J. Selye University Conference Center* was designed to be barrier-free. Parking spaces reserved for students with special needs and severe disabilities are available near the entrance to the building. An elevator is also available in the building. The building also houses the university library and the university canteen, which are also accessible.
2. Access to the *Sirály Student Residence* is barrier-free. Students with special needs can apply for priority placement. An elevator is available in the building.
3. The building of the *Faculty of Education* is partially accessible. The entrance to the building is barrier-free, and an elevator is available for students.
4. A stair walker is available for people with reduced mobility in the building of the *Faculty of Economics and Informatics*.

11. IMPLEMENTATION OF MOBILITY PROGRAMS

In well-founded cases, students with special needs can also apply for financial support in addition to the scholarship within the Erasmus+ program.

12. INFORMING THE UNIVERSITY LECTURER

The university lecturer receives a notification about the student with special needs when this status is obtained. Information on the extent and nature of the support services is requested from the student with special needs, who proves his/her status as a student with special needs with the relevant decision, and they jointly agree on the conditions for the application of appropriate measures and support services.

13. FINAL PROVISIONS

1. The methodological guide prepared for students with special needs of J. Selye University was discussed in the Rector's College.
2. The methodological guide no. 8/2022 is issued in the form of a rector's decree. The date of entry into force of the decree is April 22, 2022.

Komárom, April 22, 2022.