



**UNIVERSITY OF ECONOMICS  
IN BRATISLAVA**

INTERNAL REGULATION  
OF THE UNIVERSITY OF ECONOMICS IN BRATISLAVA

B/14/2023

**Establishment of Generally Accessible Academic Environment for  
Special-Needs Students**

**2023**

The University of Economics in Bratislava (hereinafter also referred to as "EUBA" or "the University") is issuing, pursuant to Article 5(4) of the EUBA Constitution, this internal regulation entitled Establishment of Generally Accessible Academic Environment for Special-Needs Students.

## **Article 1**

### **Introductory Provisions**

1. In accordance with the principles of equal treatment and equal education opportunities for all students, EUBA creates a generally accessible academic environment to support special-needs applicant wishing to study at EUBA and EUBA special-needs students, without reducing requirements for academic achievements.
2. This internal regulation regulates the status of a special-needs student, mutual relationship between a special-needs student and EUBA as well as the methodology for creating a generally accessible academic environment in accordance with traditional values and modern approaches in delivering higher education to special-needs applicants and students. In pursuing these goals, this internal regulation:
  - a) contributes to ensuring accessibility of the academic environment to special-needs students,
  - b) removes barriers established by the physical, academic and cultural environment, and prevents new barriers from emerging,
  - c) offsets the negative effects of existing barriers by providing reasonable accommodation and by furnishing supporting services to special-needs students.

## **Article 2**

### **Special-Needs Student**

1. The following categories are deemed to be special needs students:<sup>12</sup>
  - a) **students with sensory, physical and multiple disabilities** (visual, hearing, physical disabilities, communication disorders, autism or other pervasive developmental disorders or multiple disabilities) which in interaction with social environmental barriers hinder their participation in the education process and achievement of the required results on an equal basis with students without disabilities,
  - b) **students with chronic disease** (cystic fibrosis, epilepsy, multiple sclerosis, condition after an organ or tissue transplant, cardiovascular disease, neurological disease, progressive disease) which due to the student's frequent or long-term sick leaves may have negative impacts on a smooth course of study as defined by the university terms and conditions. Because of difficult circumstances involved in such student's studies, the student has the right to reasonable accommodation and support in his/her education.

---

<sup>1</sup> Article 100(2) of the Higher Education Act

<sup>2</sup> Methodological Guidance for Creating Conditions of Study for Special-Needs Students at Higher Education Institutions; Council of the Minister of Education, Science, Research and Sports of the Slovak Republic for Support of Special-Needs Students' Training

- c) **students with health impairment** who as a result of prolonged illness, health impairment, recovery process, reduced resistance to disease or tendency to relapse, or students who due to health hazards resulting from improper environmental effects, improper lifestyle or poor nutrition require special education conditions,
- d) **students with a mental disorder** whose current mental condition or prolonged mental disorder negatively affects their ability to meet their study obligations in standard mode (e.g. problems with organising their studies and managing their study obligations etc.),
- e) **students with autism or other pervasive developmental disorders** whose autism spectrum disorder without mental retardation (e.g. Asperger's syndrome) affects their ability to meet study obligations in standard mode,
- f) **students with learning disabilities** (dyslexia, dysortography, dysgraphia, dyscalculia and other learning disabilities) causing the students difficulties in acquiring and presenting knowledge, as a result of which such students are significantly disadvantaged in the education process.

### **Article 3**

#### **EUBA's Rights and Obligations in Relation to Special-Needs Students**

1. EUBA is responsible for creating a generally accessible academic environment and adequate conditions for training of special needs-students, while preserving academic standards as defined by the valid complex accreditation.
2. EUBA has the right:
  - a) to demand competencies, skills and knowledge from special-needs applicants or special-needs students, adequate for higher education studies,
  - b) to demand from the student - applicant for reasonable accommodation and supporting services - his/her complete medical records prepared by qualified experts.<sup>3</sup>
  - c) to provide no reasonable accommodation and supporting services to a special-needs student, if such student fails to provide his/her medical records concerning his/her disability and/or learning disorders,
  - d) to award no reasonable accommodation and supporting services, if such support meant reduction in curricula, academic obligations and academic standards.
3. EUBA is responsible for:
  - a) increasing the accessibility of the complex academic environment, ensuring accessibility to study materials in the form as required, increasing accessibility to study programmes and accessibility to services for special-needs students,
  - b) systemic removal of academic environmental barriers, prevention of emergence of new barriers and compensation for the consequences of existing academic environmental barriers,
  - c) responsible use of funds designated for creating an accessible academic environment, providing reasonable accommodation and supporting services, and covering the special-needs students coordinator's work,

---

<sup>3</sup> Article 100(3) of the Higher Education Act. For the purposes hereof, a qualified expert is deemed to be: medical doctor, psychologist, speech therapist, special pedagogue, school psychologist

- d) transferring of funds for the special-needs students support fund, depending on the University's total profit reported,
- e) protection of special needs students' personal data.

#### **Article 4**

#### **Special-Needs Students' Rights and Obligations in Relation to EUBA**

1. A EUBA student officially recognised as a special-needs student has the right:
  - a) to receive an education and access to all study programmes at a level comparable to that of ordinary students,
  - b) to have reasonable technical support in their studies, barrier-free access to the EUBA premises and to EUBA buildings, and barrier-free mobility on academic premises,
  - c) to be provided with specialised consultancy services prior to the commencement of their studies at EUBA,
  - d) to be provided with specialised consultancy services during their studies at EUBA,
  - e) to use active services provided by the special-needs students coordinator,
  - f) for adjustment of conditions through reasonable accommodation and supporting services in the course of the academic year,
  - g) to submit a request for an individual schedule for meeting study obligations,<sup>4</sup>
  - h) for individualised teaching of selected subjects,<sup>5</sup>
  - i) for access to information in a form adequate to their disability,
  - j) for exemption from tuition fees in justifiable cases, if studies exceed the standard study programme duration,<sup>6</sup>
  - k) for protection of personal data related to special needs evaluation,<sup>7</sup>
  - l) to use support mechanisms designed for special-needs students.
2. A EUBA student with official special-needs student status is responsible for:
  - a) evaluation and assessment of their own abilities to responsibly complete the chosen study programme in view of their disabilities and/or learning disorders,
  - b) informing EUBA of their disabilities in accordance herewith, even without claiming a special-needs student status,
  - c) compliance with the EUBA Academic Regulations and generally binding legal regulations,
  - d) compliance with the conditions laid down in the decision for registration as a special-needs student and for award of reasonable accommodations and supporting services,

---

<sup>4</sup> Annex to the Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic No. 458/2012 on minimum entitlements of special-needs students

<sup>5</sup> Article 100(4)(b) of the Higher Education Act

<sup>6</sup> Article 100(4)(e) of the Higher Education Act

<sup>7</sup> Act No. 18/2018 on personal data protection and on amendments and supplements of certain laws

- e) their active participation in the education process, compliance with study obligations and attainment of academic achievements.

### **Article 5**

#### **EUBA's Responsibility for Providing Reasonable Accommodation and Supporting Services to Special-Needs Students**

1. EUBA is responsible for creating conditions for a generally accessible academic environment for special-needs students without reducing requirements for academic performance.
2. Reasonable accommodation and supporting services constitute a set of measures minimising health disadvantages and/or learning disorders to eliminate academic and study environment barriers.
3. The support and expansion of reasonable accommodation and supporting services purport to strengthen the quality of the education process and the contact of special-needs students with the academic environment.

### **Article 6**

#### **Reasonable Accommodation and Supporting Services**

1. Reasonable accommodations translate changes in learning forms and changes in conducting examinations and in evaluating their results into the course of study without reducing requirements for academic performance and without changing the nature of the study programme.
2. Reasonable accommodations and supporting services serve to compensate for the consequences of the disability and/or learning disorders and to eliminate academic environmental barriers.
3. The scope of reasonable accommodations and supporting services provided depends on the student's specific needs, current conditions and academic requirements, as well as availability and effectiveness of assistive devices and assistive technologies.
4. Reasonable accommodations are provided so as not to reduce academic standards, requirements for the acquisition of knowledge, skills and competencies necessary to achieve a qualification in the relevant study programme.
5. Reasonable accommodations and supportive services do not favour special-needs students at the expense of ordinary students.
6. Reasonable accommodations and supportive services are awarded for the period of one academic year. Reasonable accommodations and supportive services can also be re-evaluated on the proposal of a special-needs student.
7. Supportive services constitute a set of activities associated with ensuring a generally accessible academic environment for special-needs students. For example, they involve transformation of teaching texts into a format accessible to blind students, provision of sign-language interpretation for deaf students, practice of how to use assistance technologies, individualised teaching of selected subjects, copying of study materials, printing of study materials, training of mobility and orientation in the academic

environment, preferential allocation of accommodation in EUBA student dormitories, provision of dietary meals etc.

8. The scope of providing reasonable accommodation and supporting services is regulated by the Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic No. 458/2012 on minimum entitlements of special-needs students.

#### **Article 7**

##### **Registration of EUBA Special-Needs Applicants and EUBA Special-Needs Students**

1. A EUBA student has the right to request to be registered as a special-needs student.
2. The register of EUBA special-needs applicants and students who have applied for, and enrolled in study programmes at the relevant faculty is kept by the faculty's special-needs students coordinator.
3. The records of the number of all EUBA special-needs applicants and students are kept by the university coordinator.
4. The number of special-needs students is notified by faculty coordinators to the university coordinator as at 31 October, 28 February and 30 June of the academic year concerned. The number of special-needs applicants is notified by faculty coordinators to the university coordinator as at 31 May of the relevant academic year.
5. EUBA is responsible for protecting personal data of special-needs students, personal assistants of special-needs students and special-needs applicants for studies.<sup>8</sup>

#### **Article 8**

##### **Procedure for Submitting Applications for Registration as a Special-Needs Student and for Reasonable Accommodation and Supporting Services Award**

1. By virtue of their disability and/or learning disorder, EUBA students have the right to apply for registration as special-needs students and for award of reasonable accommodation and supporting services. The appropriate specialist documentation must be attached to the application.
2. The first-year student at the relevant level of study at EUBA submits his/her application for registration as a special-needs student to the relevant faculty coordinator usually immediately after confirming his/her entry to studies.
3. The faculty coordinator validates, through a personal interview with the special-needs student, the adequacy and eligibility of supporting measures provided.
4. In subsequent years of study, the EUBA student submits the application for registration as a special-needs student to the competent faculty coordinator usually upon registration for the next year of study.
5. The application for registration as a special-needs student and application for award of reasonable accommodation may be submitted by a EUBA student also during the academic year.

---

<sup>8</sup> Act No. 18/2018 on personal data protection and on amendments and supplements of certain laws

6. The validity of supporting services and reasonable accommodation, if granted, is awarded as of the date of the application, and does not have retroactive effect.
7. The application for registration as a EUBA special-needs student includes a disability certificate and/or learning disorder certificate, both completed by a relevant specialist, along with the appropriate specialist documentation demonstrating the student's special needs, involving particularly the following: medical certificate not older than three months, being mainly medical finding, report on the course and progress of the illness and disability, or extract from medical records, or a statement from a psychologist, speech therapist, school psychologist, school speech therapist or special pedagogue.<sup>9</sup>
8. The faculty special-needs students coordinator has the right to also invite an external expert to the assessment of the student's application in order to issue an expert's opinion, depending on the student's disability (medical doctor, psychologist, psychiatrist, special pedagogue, speech therapist, social worker etc.). The work of an invited expert is paid from the funds earmarked for special-needs student support. The faculty coordinator draws up a proposal for providing reasonable accommodation and supporting services on the basis of the application for registration as a special-needs student and the documents attached. When preparing the proposal for providing reasonable accommodation and supporting services, the faculty coordinator cooperates, as appropriate, with the Vice-Dean for Education and with the university special-needs student coordinator, and if severe cases are involved, also with an external expert.
9. The status of a EUBA special-needs student is awarded by the Dean of the relevant faculty on the basis of the faculty coordinator's proposal.
10. The decision on the student's registration as a EUBA special-needs student and on the award of reasonable accommodation and supporting services is issued by the Dean of the relevant EUBA faculty no later than the commencement of instruction at the given study level or in the given academic year, or no later than 14 days of the submission of the student's application for registration as a EUBA special-needs student and for reasonable accommodation and supporting services award.
11. The decision on registration as a EUBA special-needs student and on reasonable accommodation and supporting services award will be provided to the student, faculty coordinator and the relevant faculty's Registration and Records Office. The faculty coordinator ensures that the information is transmitted to all units (the University's departments, centres and institutes) delivering the special-needs student's training in the given academic year.
12. The EUBA student is obliged to present the decision on registration as a special-needs student to each teacher at the beginning of the semester.
13. If the decision on registration as a special-needs student is issued during the academic year, the student is obliged to present such decision to the teacher as of the date of validity of the reasonable accommodation and supporting services award.
14. The Dean's decision on registration as a EUBA special-needs student and on reasonable accommodation and supporting services award is final, and is not open to appeal.

## **Article 9**

### **Individual Schedule for Meeting Study Obligations**

---

<sup>9</sup> Article 100(3) of the Higher Education Act

1. In justified cases, a full-time special-needs student has the right to pursue his/her studies under an individual schedule for meeting study obligations (hereinafter "the Individual Schedule").<sup>10</sup>
2. The Individual Schedule is granted to the student at the written application submitted by the student to the Faculty Dean along with the application for reasonable accommodation and supporting services usually at the beginning of the academic year<sup>11</sup>. In exceptional cases, the application may also be submitted separately during the academic year, no later than 30 September of the academic year for the winter semester, or no later than 10 February of the academic year for the summer semester.
3. In the process of evaluating whether the application is justified, the following factors are considered:
  - a) type and degree of the disability and/or learning disorder, and their effect on meeting study obligations,
  - b) the student's current health condition,
  - c) supporting services and reasonable accommodation awarded,
  - d) availability of study materials in accessible format,
  - e) availability and use of assistive technologies by the student,
  - f) availability and possibility of online teaching of workshops,
  - g) the student's academic achievements,
  - h) studying conditions at the relevant faculty.
4. The Faculty Dean grants his/her consent to the Individual Schedule on the basis of the proposal for studying conditions drawn up by the board. The board comprises the faculty's Vice-Dean for Education, faculty's special-needs students coordinator and university's special-needs students coordinator.
5. The Individual Schedule takes into account the curriculum of the study programme for which the student is registered and which is conducted without the requirements for the student's academic performance being reduced. The Individual Schedule reduces neither the scope and obligations established under the curriculum, nor the academic load. The Individual Schedule defines obligatory academic activities that must be completed in person at the faculty's premises (minimum attendance rate at workshops, obligatory internship etc.).
6. The Faculty Dean's consent to studying under an Individual Schedule does not affect the student's remaining rights and obligations as defined by EUBA's valid Academic Regulations, which remain preserved.
7. The student has the obligation to inform the teacher of the Faculty Dean's consent to studying under an Individual Schedule, within 5 days of the date on which the decision became final. The agreed-upon study terms and conditions applicable to studying under an Individual Schedule are entered by the teacher in the Record Sheet Recording the Course

---

<sup>10</sup> Decree of the Ministry of Education, Science, Research and Sports of the Slovak Republic 458/2012 on minimum entitlements of special-needs students

<sup>11</sup> Annex 3 - Application for Reasonable Accommodation and Supporting Services



of Studies under Individual Schedule for Meeting Study Obligations<sup>12</sup> (hereinafter "the Record Sheet").

8. The Individual Schedule is not automatically granted to the student for the entire duration of his/her studies, but the student must request the Faculty Dean's consent for each academic year separately. The Individual Schedule is granted to the student for the period not exceeding one academic year, with the option of a repeated award.

### **Article 10**

#### **Recording the Course of Studies under Individual Schedule for Meeting Study Obligations**

1. The student is obliged to responsibly record in the Record Sheet the organisational course of each subject under his/her Individual Schedule.
2. The teacher is obliged to enter in the Records Sheet the rules for studying under the Individual Schedule, particularly the following items:
  - a) teaching form (personal attendance rate, percentage of online workshops, percentage of substitute performance),
  - b) studies-related requirements (substitute performance, seminar works, ongoing evaluation etc.),
  - c) course completion credit award date and examination date, or course completion credit resit date and examination resit date.
3. The Record Sheet may include all important agreed-upon rules for the education process, taking into account the teacher's or the student's special requirement(s) concerning the course of the teaching process.

### **Article 11**

#### **Admission Procedure for Special-Needs Applicants**

1. EUBA does not impose on a special-needs applicant the obligation to inform the University of the applicant's disability.
2. A special-needs applicant who wishes to take the entrance examination for EUBA using reasonable accommodation and supporting services is obliged to contact the university's or the relevant faculty's coordinator no later than the closing date for the higher education studies application.
3. The relevant EUBA faculty will commence evaluation of special needs only in respect of such special-needs applicants for studies who, along with the application for higher education studies, submit to the relevant faculty coordinator also an application for award of reasonable accommodation and supporting services for the admission procedure.
4. The application for reasonable accommodation and supporting services award submitted by a special-needs applicant must include specialist medical records and certificate of

---

<sup>12</sup> Annex 10 - Record Sheet Recording the Course of Studies under Individual Schedule for Meeting Study Obligations

disability and/or learning disorders issued by the relevant specialist.<sup>13</sup> The specialist medical records must not be older than 3 months.

5. Based on the specialist medical records, the faculty coordinator makes a recommendation concerning reasonable accommodation and supporting services award to the Dean of the relevant faculty. In drafting the recommendation, the faculty coordinator may cooperate with the Vice-Dean for Education, and as appropriate and if required by the severity of the case, also with a competent specialist.
6. The decision on awarding reasonable accommodation and supporting services to special-needs applicants is issued by the Dean of the relevant faculty, based on the faculty coordinator's recommendation.
7. The decision on awarding reasonable accommodation and supporting services to special-needs applicants is sent to applicants together with the entrance examination invitation.
8. If the special-needs applicant submits his/her application for higher education studies to several EUBA faculties, the applicant is obliged to comply with the requirements of paragraphs 2 through 4 of this Article hereof for each faculty separately. Each faculty will then issue a decision on awarding reasonable accommodation and supporting services for the admission procedure separately and independently of one another.
9. The relevant faculty coordinator ensures and assists in providing supporting services and reasonable accommodation during the admission procedure.

## **Article 12**

### **Special-Needs Students Coordinator**

1. According to the Higher Education Act, EUBA has a special-needs students coordinator with university-wide jurisdiction.
2. The university coordinator is usually a university teacher or a EUBA employee with appropriate education. The university coordinator is entrusted with the conduct of his/her activities by the EUBA Rector. As regards performance of his/her activities, the coordinator reports to the Rector, or to the Vice-Rector authorised by the Rector.
3. EUBA faculties each have a separate faculty coordinator for special-needs students.
4. The faculty coordinator is usually a university teacher or a EUBA employee with appropriate education. The faculty coordinator is entrusted with the conduct of his/her activities by the Dean of the relevant EUBA faculty. As regards performance of his/her activities, the coordinator reports to the Dean of the relevant faculty, or to the Vice-Dean authorised by the Faculty Dean.
5. The university teacher acting as a coordinator may be granted a concession in his/her teaching activities (reduced working hours) from the Rector or Dean, depending on the number of special-needs students.
6. The operation of the university coordinator is primarily funded from the special-needs students support fund.
7. The university coordinator, in cooperation with the EUBA top management, faculty coordinators and other external collaborators, is responsible particularly for:

---

<sup>13</sup> Article 100(3) of the Higher Education Act

- a) identification of special-needs applicants and students,
  - b) provision of expert advice to special-needs applicants and students at EUBA,
  - c) coordination of supporting services and reasonable accommodation for special-needs applicants and students,
  - d) provision of advice to university teachers and other EUBA organisational units in regard to work with special-needs students,
  - e) coordination of faculty coordinators' activities,
  - f) compliance with the Personal Data Protection Act in respect of personal data of special-needs applicants and students,
  - g) preparation and submission to EUBA's top management of a proposal for the use of funds designated for special-needs student support by 31 October of the calendar year,
  - h) preparation and submission to EUBA's top management of a report on the current state of registered special-needs students and on entitlements concerning provision of reasonable accommodation and supporting services by 31 October of the calendar year,
  - i) submission to EUBA's top management members of a written report on the coordinator's activities,
  - j) coordination of working meetings with faculty coordinators, at least twice a year in order to set up a strategic plan and proposal for debarrierisation of the academic environment for the next academic year and to evaluate services provided to special-needs students in the previous academic year,
  - k) active work in the spirit of traditional values with regard to this internal regulation and other generally binding regulations, in favour of special-needs students and in favour of EUBA's development,
  - l) undertaking of any further duties and activities imposed by the Higher Education Act, this internal regulation, generally binding EUBA regulations and resulting from our own innovative activities.
8. The faculty coordinator is a contact person for special-needs applicants and students and the relevant faculty's academic community members. The faculty coordinator is responsible particularly for the following:
- a) provision of information and advice to special-needs applicants for study at EUBA as well as information and advice concerning future job prospects for graduates,
  - b) keeping of records and specialist documentation in respect of special-needs applicants and students,
  - c) compliance with the Personal Data Protection Act in respect of personal data of special-needs applicants and students,
  - d) evaluation of special needs of applicants with special needs for the purposes of the admission procedure,
  - e) coordination of the course of the admission procedure of special-needs applicants during the EUBA admission procedure,
  - f) evaluation of EUBA students' special needs and drafting of a proposal for reasonable accommodation and supporting services for special-needs students,
  - g) cooperation with the faculty's top management, university coordinator and other experts in evaluating and assessing a student's special needs,

- h) awareness of relevant units concerning reasonable accommodation and supporting services,
- i) ensuring that special-needs students are recorded in AiS2,
- j) cooperation with other EUBA units and employees, particularly as regards providing of information and expert advice,
- k) keeping of the register of students with long-term sickness, if a student is absent from the teaching process for more than 50 per cent of the total amount of course hours,
- l) preparation and submission of a proposal for actions of the special-needs students coordinator for the current academic year to the faculty's top management and to the university coordinator by 31 October of the calendar year concerned,
- m) preparation and submission of the faculty coordinator's activity report for the previous academic year to the faculty's top management and to the university coordinator by 31 October of the calendar year concerned,
- n) cooperation on any other related tasks at EUBA to support special-needs students.

### **Article 13**

#### **Scope of Powers of University Teachers in Relation to Special-Needs Students**

1. At the beginning, or in the course of the academic year, a EUBA university teacher is informed on the number of special-needs students and on the scope of reasonable accommodations and supporting services provided.
2. The information on the number of special-needs students is provided to the teacher by the head of the relevant unit (department, centre, institute), who has been informed of such number by the faculty coordinator.
3. The teacher and the special-needs student will determine the rules and conditions for cooperation during the academic year, in cooperation with the faculty coordinator and with regard to the decision on reasonable accommodation and supporting services.
4. The conditions laid down between the teacher and the EUBA special-needs student are recorded by the faculty coordinator in the special-needs student's file.

### **Article 14**

#### **Special-Needs Student Study Support Fund**

1. The Special Needs Student Study Support Fund is established under the Higher Education Act to ensure an adequate form of student study support in view of students' special needs.
2. The Fund's financial resources are held in EUBA's current account of EUBA's own revenues.
3. The Fund is generated from:
  - a) EUBA's total profit,
  - b) monetary gifts, legacies and income therefrom,
  - c) other resources.

4. The amount of levies to the Fund is determined in the proposal for distribution of profits for the calendar year concerned.
5. The Fund's financial resources may be used:
  - a) to procure goods, services or works that relate directly to special-needs student support,
  - b) to award a one-time financial contribution on the basis of a request from a special-needs student.
6. Only students awarded the status of a special-needs student are eligible to request the one-time financial contribution.
7. The one-time financial contribution is requested by a special-needs student from the university coordinator.
8. The award and amount of the contribution from the Fund is proposed by the university coordinator on the basis of a special-needs student's request, and approved by the EUBA Rector or Vice-Rector authorised by the Rector to do so.
9. The faculty coordinator proposes, where appropriate, to the university coordinator procurement of goods, services or works for special-needs students of the relevant faculty. The procurement is carried out as allowed by resources and competencies of the Special-Needs Student Study Support Fund, and is approved by the EUBA Rector or Vice-Rector authorised by the Rector to do so.
10. The Fund's accounting is provided by the EUBA Planning and Budgeting Department in accordance with the University's internal regulations.

## **Article 15**

### **General Provisions**

1. A EUBA special-needs student may be awarded a low-income student scholarship even after exceeding the standard duration of his/her studies, if the studies have been exceeded as a result of the student's disability.
2. A EUBA student who agrees with the evaluation of his/her special needs is eligible for exemption from tuition fees in justifiable cases, depending on the scope and type of his/her special need, if his/her studies exceed the standard duration of the study programme concerned.
3. The Dean's decision on registering the student as a special-needs student and on reasonable accommodation and supporting services award does not amount to the Dean's consent to studying under an individual schedule for meeting study obligations.
4. The faculty coordinator for EUBA special-needs students keeps a case file on each student who has submitted an application for registration as a special-needs student, with confidential degree of personal data protection.
5. The case file contains the following items:
  - a) the student's personal data,
  - b) the student's application for registration as a special-needs student,
  - c) application for reasonable accommodation and supporting services award,
  - d) certificate of disability, if disability is subject to assessment,

- e) certificate of learning disorders, if learning disorders are subject to assessment,
  - f) specialist medical certificate, being preferably a medical finding, report on the course and progress of the illness and disability or extract from medical records, or a statement from a psychologist, speech therapist, school psychologist, school speech therapist or special pedagogue,
  - g) proposal for providing reasonable accommodation and supporting services,
  - h) Faculty Dean's decision on special-needs student status award and on reasonable accommodation and supporting services award,
  - i) the student's written request for an individual schedule<sup>14</sup>,
  - j) the Board's proposal for the conditions applicable to studying under an individual schedule<sup>15</sup>,
  - k) the Dean's decision on consent to studying under an individual schedule<sup>16</sup>,
  - l) record sheet recording the coordinator's personal contacts with the special-needs student during the academic year, providing a brief description of reason(s) for such contacts.
6. Files documenting the applicant's health condition and/or learning disorders must not be older than 3 months. Medical records are included in the dossier in their original version.
  7. The university coordinator is obliged to administratively close the academic year concerned. The year's dossier includes:
    - a) proposal for the coordinator's actions for the academic year concerned,
    - b) records from faculty coordinators' meetings with the university coordinator,
    - c) the faculty coordinator's final activity report,
    - d) any other documents related to the faculty coordinator's activities during the academic year.

## **Article 16**

### **Final Provisions**

1. This regulation shall become valid on the date of signing thereof, and effective on 1 September 2023.
2. On the date of entry hereof into force and effect, the Internal Directive 5/2000 Establishment of Generally Accessible Academic Environment for Special Needs Students shall expire.

Bratislava, on this 21<sup>st</sup> day of August 2023

prof. Ing. Ferdinand Daňo, PhD.

Rector

---

<sup>14</sup> applies if the student requests an individual schedule for meeting study obligations

<sup>15</sup> applies if the student requests an individual schedule for meeting study obligations

<sup>16</sup> applies if the student requests an individual schedule for meeting study obligations

## *Annexes*

- 1. Application for Registration as Special-Needs Student and Consent to Special Needs Evaluation and Student's Consent to Processing of Special-Category Personal Data*
- 2. Certificate of Disability*
- 3. Certificate of Learning Disorders*
- 4. Application for Reasonable Accommodation and Supporting Services*
- 5. Special-Needs Applicant's Request for Modification of Form and Manner of Entrance Examination for EUBA Studies and Consent to Special Needs Evaluation*
- 6. Decision on Registration as Special-Needs Student and on Reasonable Accommodation and Supporting Services Award*
- 7. Application for Borrowing Assistive Study Devices*
- 8. Agreement Between Teacher and Special-Needs Student on Providing Teaching Texts*
- 9. Dossier*
- 10. Record Sheet Recording Course of Studies under Individual Schedule for Meeting Study Obligations*

**Annex 1**

**Application for Registration as Special-Needs Student and Consent to Special Needs Evaluation**

(as defined by Article 100 of the Act No. 131/2002 on higher education institutions and on amendments and supplements of certain laws, as amended)

Name and surname:.....Title: .....

Date of birth: .....

Permanent place of residence: .....

E-mail: ..... Telephone: .....

Academic year: ..... Study level (1., 2., 3.): ..... Year of study: .....

Faculty: ..... Study programme: .....

---

**Type of disability/special needs** (please circle as appropriate)

- a) visual disability
- b) hearing disability
- c) lower limbs disability
- d) upper limbs disability
- e) chronic disease
- f) health impairment
- g) mental illness
- h) autism or another pervasive developmental disorder
- i) learning disorders (dyslexia, dysgraphia, dyscalculia, dysortography)

In relation to the disability type provided above **I request to be registered as a special-needs student. I agree with evaluation of my special needs for the purposes of determining the scope of supporting services.**

Furthermore, I declare that all information provided by me is true, and that I have withheld no relevant facts. For the purposes of evaluating special needs, I attach the following items in an annex hereto (please circle as appropriate):

- medical certificate not older than three months (medical finding, report on the course and progress of the illness and disability or extract from medical records etc.),
- statement from a psychologist, speech therapist, school psychologist, school speech therapist or special pedagogue.

Date: .....

Student's signature: .....



Warning:

The application with its annexes, including the student's consent to processing of special-category personal data, is to be filed in writing to the faculty's special-needs students coordinator.

**Student's Consent to Processing of Special-Category Personal Data**

Student's surname and name .....

Date of birth: .....

Permanent place of residence: .....

In accordance with Article 16(2)(a) of the Act No. 18/2018 on personal data protection and on amendments and supplements of certain laws (hereinafter "the Personal Data Protection Act") I hereby expressly consent by attaching my own signature that EUBA process my special-category personal data relating to my health for the purposes of evaluating my special needs and the scope of supporting services throughout the entire period during which I am registered as a special-needs student and provided with supporting services as defined by Article 100(4) of the Higher Education Act. This consent applies to such personal data specified in this application and any annexes thereof that a higher education institution is entitled to request under Article 100(3) of the Higher Education Act. I acknowledge that I can withdraw this consent solely in writing, at any time, by delivering the notice of withdrawal at the address Ekonomická univerzita v Bratislave, Dolnozemska cesta 1, 825 35 Bratislava. The withdrawal from the consent does not affect the lawfulness of personal data processing established by the consent prior to the withdrawal therefrom. Furthermore I acknowledge that personal data may be processed only by authorised persons who are obliged to adhere to provisions of the Personal Data Protection Act, and that the data processed will be archived and disposed of in accordance with valid legal regulations of the Slovak Republic.

Date: .....

Student's signature: .....

## Certificate of Disability

### PART I

Student's name and surname: .....

Date of birth: .....

Permanent address: .....

### PART II

Name and surname, title and area of specialisation of the specialist issuing the certificate:

.....

Contact details - correspondence address:

Health care centre/Outpatient clinic name: .....

E-mail: ..... Telephone: .....

### PART III

Type and degree of disability/disease, report on the course and progress of the illness and disability:

.....

.....

.....

### PART IV

Effects on study process, recommended forms of support the student will need during his/her studies as a compensation of consequence of his/her disability/disease (e.g. frequent absence from classes; need to extend the time required for meeting study obligations; if appropriate, need to change the examination date, need to modify the examination form, e.g. more time, breaks etc.) - please specify or state some other measure(s):

.....

.....

.....

.....

Date: .....

.....

Signature and stamp

## Certificate of Learning Disorders

### PART I

Student's name and surname: .....

Date of birth: .....

Permanent address: .....

### PART II

Name and surname, title and area of specialisation of the specialist issuing the certificate:

.....

Contact details - correspondence address:

Health care centre/Outpatient clinic name: .....

E-mail: ..... Telephone: .....

### PART III

Report on the course and progress of the learning disorder, intervention form and the results achieved, particularly as regards preparations for higher education studies:

.....

.....

.....

### PART IV

List of methods used in examination: .....

.....

### PART V

Information on symptoms and problems used to diagnose learning disorders and description of their potential effects on higher education studies:

.....

.....

.....

.....

Date: .....

.....

Signature and stamp

**Annex 4**

**Application for Reasonable Accommodation and Supporting Services**

Specification of reasonable accommodations and supporting services requested

<b>Name and surname:</b>	<b>Date of birth:</b>
<b>Permanent address:</b>	<b>Telephone:</b>
<b>Temporary address:</b>	<b>E-mail:</b>

**Studies-related information**

<b>Faculty / Study programme:</b>	<b>Application applies to the period:</b> <b>from:</b> <b>to:</b>
-----------------------------------	--

**A. Need for reasonable accommodations and supporting services DURING ONE'S STUDIES**

Syllabuses and bibliographic references	Training of orientation and mobility in EUBA premises
Supporting materials for lectures / lecture notes	Local lighting
Assistance in obtaining study materials	IT/AT course, library orientation
Preparation of teaching text copies	Preferential accommodation in student dormitories
Transformation of study materials into accessible form	Accommodation in a barrier-free room
Library assistance in working with catalogues	Reserved parking spot
Individualised teaching of selected subjects (students with sensory disabilities)	Individual schedule for meeting study obligations
Assistance in providing interpreting services to deaf persons	Individualised approach
Teaching in barrier-free areas	Psychological counselling

Adjustable-height desk	

Other type of support*	

**B. Support for reasonable accommodation and supporting services IN EXAMINATIONS**

Extra time in written examinations	
Assistant/scribe in examinations	
Exam assignment provided in accessible form	
Separate room	
Replacement of a written examination by an oral examination, and vice versa	
Combination of a written and oral examination	

Interpreter for deaf persons	
Use of computers in written examinations	
PC proofreading	
Break during an examination	
Use of assistive technologies	
Other type of support*	

**\*Specification of any other requested forms of reasonable accommodation or supporting services during the period of study:**

The application for reasonable accommodation and supporting services is prepared by the student in cooperation with the faculty's special-needs students coordinator, and addressed to the faculty's Dean. Handling of the application is conditional upon the student's signing of the application for registration as a special-needs student and of the consent to special needs evaluation, including as a compulsory annex specialist documentation corroborating the applicant's eligibility;

Applicant's signature: .....

Received on:

Signature of the faculty's special-needs students coordinator:

**Annex 5**

**Special-Needs Applicant's Request for Modification of Form and Manner of Entrance Examination for EUBA Studies and Consent to Special Needs Evaluation**

(in accordance with Article 57(4) in conjunction with Article 100 of the Act No. 131/2002 on higher education institutions and on amendments and supplements of certain laws, as amended)

Applicant's name and surname: ..... Date of birth: .....

Permanent place of residence: .....

E-mail: ..... Telephone: .....

Admission procedure for academic year: ..... Study level (1., 2., 3.): .....

**The name of the faculty the applicant applies to** (should the applicant apply to more than one EUBA faculty, it is necessary to fill in a separate application to each such faculty):

.....

**Study programme specified by the applicant in the study application first in the list:**

.....

**Type of disability** (please circle as appropriate):

- a) visual disability
- b) hearing disability
- c) lower limbs disability
- d) upper limbs disability
- e) chronic disease
- f) health impairment
- g) mental illness
- h) autism or another pervasive developmental disorder
- i) learning disorders (dyslexia, dysgraphia, dyscalculia, dysortography)

**In relation to the above-mentioned disability type I request an adjustment in the form and manner of conducting the entrance examination and the following supporting services:**

.....

.....

**I agree with the evaluation of my special needs for the purposes of determining the scope of supporting services in regard to the adjustment in the form and manner of conducting the entrance examination.**

For the purposes of evaluating special needs, I attach the following items in an annex hereto (please circle as appropriate):

- a) medical certificate not older than three months (medical finding, report on the course and progress of the illness and disability or extract from medical records etc.),
- b) statement from a psychologist, speech therapist, school psychologist, school speech therapist or special pedagogue.

Date:.....

Applicant's signature: .....

**Annex 6**

**Decision on Registration as Special-Needs Student and on Reasonable Accommodation and Supporting Services Award**

Student's name and surname

Student's address

Bratislava, on this DD day of MMY Y

FACULTY/study programme/mode of study/year/reg. No./academic year

**Decision**

**on Student's Registration as Special-Needs Student and on Reasonable Accommodation and Supporting Services Award**

In accordance with Article 100 of the Act No. 131/2002 on higher education institutions and on amendments and supplements of certain laws, as amended (hereinafter "the Act") and in accordance with the Decree of the Ministry of Education of the Slovak Republic No. 458/2012 on minimum entitlements of special-needs students (hereinafter "the Decree")

**I am awarding**

**to you special-needs student status for the period of the academic year of xxxx-xxxx**

as follows (state reasonable accommodation and supporting services):

During the examination period (specify reasonable accommodation and supporting services for the examination period):

The decision is issued for the student in order to ensure reasonable accommodation and supporting services when in contact with units of the University of Economics in Bratislava (hereinafter "EUBA") as defined by the Decree and by the Internal Regulation on Establishing Generally Accessible Academic Environment for Special Needs Students.

*Reasoning:* The decision has been issued on the basis of the student's application for registration as a special-needs student, consent to special needs evaluation and application for reasonable accommodation and supporting services dated DDMMYY.

*Instruction:* This decision is final and no appeal can be brought against it.

**Dean of a EUBA Faculty**



**Annex 7**

**Application for Borrowing Assistive Study Devices for Special-Needs Student**

Name and surname: ..... Title: .....  
E-mail: ..... Telephone: .....  
Academic year: ..... Study level (1., 2., 3.): ..... Year of study: .....  
Faculty: ..... Study programme: .....  
Registration number of the decision on the student's registration as a special needs student and on reasonable accommodation and supporting services award: .....

Following the decision on registration as a special-needs student and on reasonable accommodation and supporting services award, I am requesting to borrow the following assistive devices:

.....  
.....

for the period from ..... to .....

Bratislava, on this .... day of .....

.....

Student's signature

---

**Opinion of the university's special-needs students coordinator:**

**a) I approve**

**b) I disagree**

Date: .....

.....

University coordinator's signature

Assistive devices provided on: .....

Student's signature: ..... University coordinator's signature: .....

Assistive devices returned on: .....

Student's signature: ..... University coordinator's signature: .....

**Notes:**

**Annex 8**

**Agreement on Providing Teaching Texts**

Student's name and surname: ..... Title: .....  
Academic year: ..... Study level (1., 2., 3.): ..... Year of study: .....  
Faculty: ..... Study programme: .....  
(hereinafter also referred to as "the Student")

and

Teacher's name and surname: ..... Title: .....  
Faculty: ..... Department: .....  
(hereinafter also referred to as "the Teacher")

**Article 1**

Following the decision on registration as a special-needs student and on reasonable accommodation and supporting services award No. **(the decision's registration number)**, the Student and the Teacher enter into this Agreement on providing teaching texts for the subject **(subject name)**.

**Article 2**

The Student has the right to use the teaching texts provided by the Teacher solely for the student's personal use. The Student undertakes not to further distribute, publish or provide to third parties the teaching texts received.

**Article 3**

Any breach of the rules hereof by the Student will be considered a disciplinary offence in accordance with Article 3(2)(k) of the EUBA Disciplinary Code for Students.

Bratislava, on this .... day of .....

.....

Student

.....

Teacher

.....

Faculty coordinator

UNIVERSITY OF ECONOMICS IN BRATISLAVA  
Faculty

Case No.: .....

Academic year: .....

**CASE FILE  
OF APPLICANT FOR STUDY AND  
EUBA STUDENT WITH SPECIAL  
NEEDS**

***CONFIDENTIAL!***

Student's name and surname:

.....

## Basic data on the special-needs student

<b>1. Student's name and surname:</b>	
<b>2. Student's birth name:</b>	
<b>3. Birth certificate number:</b>	<b>4. Place of birth:</b>
<b>5. Address of permanent residency:</b>	
<b>6. Address of temporary residency (SD):</b>	
<b>7. Correspondence address:</b>	
<b>8. Field of study:</b>	<b>9. Study programme:</b>
<b>10. Year of study:</b>	<b>11. Study level:</b>
<b>12. Mode of study:</b>	
<b>13. Type of disability and/or learning disorder:</b>	
<b>14. Form of supporting service:</b>	

<b>15. Form of reasonable accommodation:</b>	
<b>16. Personal assistant's data:</b>	
<b>17. Contact data of a parent / close person:</b>	

**Records from a personal meeting with the student /teacher, employee/**

Personal meeting No.	Date of personal meeting	Content of personal meeting	Faculty coordinator's signature	Student's signature
1.				
2.				
3.				
4.				
5.				

6.				
7.				
8.				
9.				
10.				

Proceedings closed on: .....

Name and surname of the faculty's special-needs students coordinator:

.....

Signature of the faculty's coordinator: .....

**Annex 10**

**Record Sheet Recording Course of Studies under Individual Schedule for Meeting Study Obligations**

<b>Recording the Course of Studies under Individual Schedule for Meeting Study Obligations</b>			
Name of subject:			
Student's name and surname:			
Faculty:		Study programme:	
Academic year:		Year of study:	
<b>Rules of study under individual schedule for meeting study obligations</b>		<b>Date of meeting</b>	<b>Teacher's signature</b>
<b>Monitoring of the schedule's fulfilment</b>			
Name and surname	Signature of the faculty's special-needs students coordinator	Date of inspection	Coordinator's signature