

**RULES AND REGULATIONS TO ENSURE EQUAL
OPPORTUNITIES AND EQUAL TREATMENT FOR STUDENTS
OF THE UNIVERSITY OF DEBRECEN**

19th April 2018.

The Senate of the University of Debrecen based on 87/2015. (IV.9.) Government Decree on the implementation of certain provisions of Act CCIV. of 2011 on national higher education in accordance with Act CXXV. of 2003 on equal opportunities for students with disabilities, on equal treatment and the promotion of equal opportunities, sets out the following rules and regulations ensuring equal treatment of students.

General provisions

Article 1.

(1) The scope of the regulations shall apply to students with disabilities applying for admission to the University of Debrecen (hereinafter referred to as university), as well as students with disabilities who have an active student status, irrespective of their form of education. The implementation of the provisions of the present regulations on equal treatment is limited to students of the university and students of public practice institutions of the university.

(2) Student (applicant) with disabilities: who has reduced mobility, sensory or speech impairment, in case of simultaneous occurrence of disabilities, multiple disabilities, autism spectrum disorder, or other psychological developmental disorder (severe learning, attention or behavioral regulatory disorder).

(3) The regulations shall provide:

- a) rules for the furtherance for students with disabilities,
- b) the duties and order of appointment of university and faculty coordinators managing the assistance of students with disabilities,
- c) the procedures for considering requests for assistance, exemption and preferment, and the procedures for delegating Faculty Committees and their scope of authority,
- d) the use of technical and personal services provided by the institution,
- e) the procedure for the management of disability-related data of students with disabilities.

Provisions for preferment for students with disabilities

Article 2.

(1) Students with disabilities shall be accorded preferential treatment on the basis of their disability in the following categories:

- a) student with reduced mobility,
- b) hearing impaired student,
- c) visually impaired student,
- d) speech impaired student,
- e) student with mental developmental disorder,
- f) student with autism.

(2) Preferential treatment for students with reduced mobility:

- a) partial or total exemption from, or other forms of compliance with the practical requirements,

- b) the replacement of the written examination with oral examination, and the oral examination with the written examination,
- c) exemption from the whole, a part of or the level of the language examination,
- d) exemption from tasks requiring manual skills but theoretical knowledge may be required,
- e) enabling the use of special tools and equipment necessary for the completion of written assignments,
- f) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- g) providing personal assistant for institutional administration.

(3) Preferential treatment for hearing impaired (deaf, hard of hearing) students:

- a) partial or total exemption from, or other forms of compliance with the practical requirements,
- b) the replacement of oral examination with written examination, providing a sign language interpreter or oral interpreter at the student's request during oral examinations,
- c) exemption from the whole, a part of or the level of the language examination,
- d) for the sake of clarity and comprehension, simultaneous written presentation to the student of the lectures and examinations,
- e) providing aids and visual demonstration during each examination,
- f) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- g) providing personal assistant, note-taking interpreter or sign language interpreter for institutional administration.

(4) Preferential treatment for visually impaired (blind, low vision, partially sighted) students:

- a) partial or total exemption from, or other forms of compliance with the practical requirements,
- b) the replacement of written examination with oral examination, enabling the use of special technical tools for written examinations,
- c) exemption from the whole, a part of or the level of the language examination,
- d) exemption from tasks requiring manual or visual skills but theoretical knowledge may be required,
- e) making the questions and items during lectures, practical classes and examinations accessible on a sound recording device, digitally, in Braille or magnified,
- f) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- g) providing personal assistant for institutional administration.

(5) Preferential treatment for speech impaired (dysphasia, dyslalia, dysphonia, stuttering, cluttering, aphasia, nasal speech, dysarthria, mutism, severe speech perception and speech comprehension disorder, central dyslalia, delayed speech development):

- a) the replacement of oral examination with a written examination and enabling the use of special technical tools during examinations,
- b) exemption from the whole, a part of or the level of the language examination,
- c) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- d) providing personal assistant for institutional administration.

(6) Preferential treatment for students with mental developmental disorders:

- a) for students with dyslexia-dysgraphia-dysortography:

- aa) the replacement of the written examination with oral examination, and the oral examination with the written examination,
- ab) ensuring a longer preparation period than the preparation time set out for students without disabilities in case of written examinations,
- ac) providing the necessary tool for the examination (especially computer, typewriter, spelling dictionary, thesaurus, synonym dictionary),
- ad) exemption from the whole, a part of or the level of the language examination;

b) for students with dyscalculia:

- ba) exemption from calculation tasks but theoretical knowledge may be required,
- bb) enabling the use of all the aids during examinations that the student has already used during his / her studies (especially tables, calculator, configuration, mechanical and manipulative tools), furthermore ensuring longer preparation period;

c) for students with hyperactivity, attention deficit:

- ca) the replacement of the written examination with oral examination, and the oral examination with the written examination,
- cb) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- cc) minimizing the student's waiting time during examinations,
- cd) the use of special tools and equipment necessary for solving written tasks,
- ce) taking a longer examination in several installments, or allowing breaks without leaving the examination room, allowing activity involving movement, tolerating emotional manifestations,
- cf) examination separated from the other students,
- cg) depending on individual needs during oral examinations – at the student's request – writing down or repeating the questions, breaking down complex questions into sub-units, helping to clarify expectations and questions,
- ch) making the questions and items during lectures, practical classes and examinations accessible on a sound recording device or digitally,
- ci) providing personal assistant for institutional administration;

d) for students with behavioral control disorders (disorders of socio-adaptive processes, emotional control, aggression towards self or others, anxiety, behavioral features showing weak self-regulation, varying degrees of development of adaptability, purposeful behavior, self-organization and metacognition):

- da) the replacement of the written examination with oral examination, and the oral examination with the written examination,
- db) taking a longer examination in several installments, or allowing breaks, tolerance of individual impulses and emotional manifestations,
- dc) examination separated from the other students,
- dd) depending on individual needs during oral examinations – at the student's request – writing down the questions, clarifying expectations and questions, simplifying and clarifying the questions and instructions,
- de) ensuring a longer preparation period than the preparation time set out for students without disabilities,
- df) providing personal assistant for institutional administration.

(7) Preferential treatment for students with autism:

- a) shaping examination requirements to the special needs of the student, the replacement of the written examination with oral examination, and the oral examination with the written examination,

- b) assistance in clarifying expectations and questions during the examination, presenting written questions and instructions during the oral examination, simplifying their wording,
 - c) ensuring a longer preparation period than the preparation time set out for students without disabilities,
 - d) allowing the use of special tools (especially sound recorder, computer, thesaurus, other supportive, info communication technologies) both during the courses and the examination,
 - e) exemption from the whole, a part of or the level of the language examination,
 - f) exemption from certain practical tasks or the substitution of these with non-practical tasks due to difficulties arising from the developmental disorder,
 - g) providing personal assistant for institutional administration.
- (8) The higher education institution may extend the support period of a student with disability for up to four semesters.
- (9) In justified cases, a student with a disability may be exempted from the obligation to study or report on specific subjects or parts of subjects.
- (10) The longer preparation period should be set at a level which is at least 30% longer than for non-disabled students.
- (11) In the case of multiple disabilities, any of the preferences described in paragraphs (2) to (7) may be accorded, taking into account the individual needs of the student.
- (12) In justified cases, at the request of the student, the university may, on the basis of an expert opinion, grant the student additional or different preferences than those described in paragraphs (2) to (7), based on the fact that the exemption may be granted only in relation to the circumstances on which the exemption is based and may not lead to exemption from the basic training requirements for obtaining the qualification for which the diploma is awarded.
- (13) Exemption from all or part of the language examination for the purposes of doctoral training shall not be granted to a student applying to doctoral training, a PhD student, or a doctoral candidate.
- (14) Exemption from all, part of or level of language examination shall be granted to a former student with a disability who has taken final examination and whose student status was terminated but has not fulfilled the obligation to take the language examination required for the qualification.

University and faculty committee responsible for the affairs of students with disabilities

Article 3.

- (1) The Senate shall establish the Equal Opportunities and Equal Treatment for Students Committee to conduct the university-level tasks included in the present Regulations (hereinafter referred to as university committee).
- (2) Members of the university committee:
 - a) the director of the Student Relations and Services Center (HKSZK),
 - b) the university disability coordinator responsible for the management of students with disabilities at university level,
 - c) disability coordinators of the faculties,
 - d) a representative of DEMEK (Mental Health Center of the University of Debrecen),
 - ¹e) 6 student representatives.
- (3) The university committee shall be chaired by the university disability coordinator.
- (4) The rules of procedure of the university committee shall be determined by the university committee.
- (5) The committee may set up sub-committees to examine specific matters.
- (6) The university committee in particular has the right:
 - a) to conduct an appeal procedure for appealing against a decision of the faculty committee examining the application for assistance, exemption or preferment of students with disabilities, by exempting the person who participated in the first instance decision from the appeal procedure,
 - b) to oversee the application of these Rules and Regulations and taking care of changes,
 - c) to make recommendations to the relevant faculty committees regarding their rules of procedure,
 - d) to make recommendations to university leaders to ensure equal opportunities for students with disabilities,
 - e) to make a report to the Senate of the university once an academic year and as required about its activities.
- (7) The Faculty Councils shall establish the Equal Opportunities and Equal Treatment for Students Faculty Committee to conduct faculty-related matters for students with disabilities (hereinafter referred to as faculty committee).
- (8) The composition of the faculty committee may vary from faculty to faculty. Its compulsory members:
 - a) the vice dean for academic affairs of the faculty,
 - ²b)
 - c) disability coordinator of the faculty,
 - d) the head of the Faculty Education Office or a person delegated by them,
 - e) 1 student representative.
- (9) The faculty committee shall be chaired by the vice dean for academic affairs of the faculty or the faculty disability coordinator, as decided by the Faculty Coordinator.

¹ Amended by 14/2017. (XI. 09.) Senate Decision; effective from 10th November 2017.

² Repealed by 75/2016. (IV. 28.) Senate Decision; ineffective from 29th April 2016.

- (10) The rules of procedure of the faculty committee shall be determined by itself.
- (11) The faculty committee in particular has the right:
- a) to consider requests for assistance, exemption and preferment for students with disabilities,
 - b) to oversee the implementation of point a),
 - c) to make a report to the Faculty Council once an academic year and as required about its activities.
- ³(12) The faculty committee may be consulted by the university disability coordinator or their delegate.

Disability coordinators
Article 4.

- (1) The Rector shall appoint a university coordinator to assist students with disabilities at university level, the Dean shall appoint a faculty coordinator.
- (2) The mandate of the coordinators is three years which can be extended multiple times.
- (3) The coordinator shall have a higher education qualification and disability competences or professional experience in the field of disability.
- (4) The university and the faculty shall provide access to the infrastructure necessary for the performance of the tasks of the coordinators and to the data necessary for the assessment of the special treatment of students with disabilities.
- (5) Tasks of the coordinator:
- a) participation in the assessment and administration of requests submitted by students with disabilities and in decisions concerning the student's appeal, by exempting the coordinator who has been involved in the assessment of the request from the appeal procedure,
 - b) communication with students with disabilities and their helpers,
 - c) providing the facilities for assistance during the studies and examinations of students with disabilities and arranging for consultation facilities for students with disabilities,
 - d) proposals for the use of normative subsidies for the studies of students with disabilities and the purchase of the necessary equipment to assist them,
 - e) participation in the dormitory and social affairs committee – including through delegated persons – in an advisory capacity,
 - f) faculty coordinators in cases described in Article 7 (2) authenticate the documents submitted by students with disabilities.
- (6) The general section of the institutional information shall be compiled in such way that the name, contact information and a brief descriptions of the activities of the disability coordinator is included prior to the start of the training period.

³ Issued by 75/2016. (IV. 28.) Senate Decision; effective from 29th April 2016.

Registry of disability-related data
Mental Health Center of the University of Debrecen (DEMEK)
Article 5.

(1) As a unit of the Student Relations and Services Center (HKSZK), DEMEK shall record the disability-related data of students with disabilities; records data of registered persons with disabilities through the Neptun System, into the Higher Education Information System (FIR). Based on this information, the university provides data to the Ministry.

If the higher education institution has increased the support period of a student with disability pursuant to Article 47 (4) of the National Higher Education Act, it shall announce the decision in FIR within fifteen days of the decision becoming final.

- DEMEK complex provides the following services for students with disabilities at the university:
- photocopying notes,
 - printing and spiraling notes,
 - scanning, CD burning,
 - lending learning aids,
 - organization of leisure clubs, participating in events,
 - provision of mental health and psychological services,
 - in cooperation with the university library, printing and digitalization in Braille,
 - organizing student assistants for students with disabilities,
 - organizing and coordinating note taking service,
 - provision of information on services and allowances available for students with disabilities,
 - assistance in the provision of required aids during examinations,
 - communication with faculty coordinators to facilitate studies.

Proof of disability
Article 46.

(1) The type and extent of the disability of a student with disability, whether permanent or intermittent, shall be certified by an expert opinion as described in paragraphs (2) or (3).

(2) If the student's (applicant's) disability, special education needs existed during secondary education, the disability, special education needs can be attested by the expert opinion issued by the county (capital) pedagogical service institutions, their member institutions acting as county or national expert committees and from their legal predecessors, the learning skills examination and rehabilitation committees, and the expert opinions issued by national expert and rehabilitation committees, with the exception of part-time studies in higher education, in which cases the disability and special education needs can be attested by the expert opinion issued by ELTE Practicing National Pedagogical Service (ELTE Gyakorló Országos Pedagógiai Szakszolgálat) and its predecessor, the Eötvös Loránd University Practicing Special Pedagogical and Speech Therapy Service, Expert and Rehabilitation Committee and Special Education Professional Services Institution (Eötvös Loránd Tudományegyetem Gyakorló Gyógypedagógiai és Logopédiai Szakszolgálat, Szakértői és Rehabilitációs Bizottság és Gyógypedagógiai Szakmai Szolgáltató Intézmény).

⁴ Amended by 29/2018. (IV. 19.) Senate Decision; effective from 20th April 2018.

(3) If the student's (applicant's) disability or special educational need did not exist during secondary education, the disability can be verified by the expert opinion issued by the rehabilitation expert body or its predecessors.

(3/A) In view of the student's disability, he or she may, on the basis of the expert opinion referred to in paragraphs (2) and (3), request partial or complete exemption from, or authorization to otherwise fulfill, study obligations or examinations.

(4) In order to facilitate social and academic administration, a student who has received extra points due to a disability or a permanent medical condition during the admission process must appear in person at the Mental Health Center of the University of Debrecen (DEMEK) for data reconciliation at the beginning of the academic year, no later than 30th September each year.

Violation of the principle of equal treatment Article 7.

(1) Act CXXXV. of 2003 on equal treatment and the promotion of equal opportunities (hereinafter referred to as Act CXXXV) states that it is an inalienable right of every human being to live as an equal person and not to be discriminated in any way.

(2) The University of Debrecen undertakes to provide conditions in the faculties of the University of Debrecen that will precede and prevent discrimination against students.

(3) The requirement of equal treatment extends to all education and training that,
a) is subject to requirements approved or prescribed by the state, or
b) for the organization of which, the state
ba) provides direct normative budget support, or
bb) indirectly – in particular through the remission or clearance of charges, or by tax credits – contributes (hereinafter collectively referred to as education).

(4) The requirement of equal treatment shall be enforced in the context of the education referred to in paragraph (1), in particular:
a) defining the conditions for joining education and assessing admission applications,
b) establishing educational requirements, and supporting these requirements,
c) performance evaluation,
d) provision and use of education-related services,
e) access to education-related allowances,
f) provision of dormitory placement and accommodation,
g) the issue of certificates and diplomas which can be obtained in education,
h) access to career guidance,
i) as well as in the event of student status termination.

- (5) A violation of the principle of equal treatment is in particular if a person or group
- a) is unlawfully segregated within an educational institution, or within a department, class or group established in the institution,
 - b) is restricted of education, establishing or maintaining an educational system or institution that does not meet the standards set forth in the published professional standard or does not meet the professional rules and, as a result, does not ensure the continuation of studies, the preparation need for taking state examinations, the generally expected possibility for training and preparation.

Educational institutions may not have any study groups, student societies, and other student or other organizations whose purpose is to denigrate, stigmatize or exclude other persons or groups.

- (6) Provisions which do not violate the requirements of equal treatment
- It does not violate the principle of equal treatment if education is organized for students of one sex only, provided that participation in the education is voluntary and does not disadvantage the participants in education in any way.
 - It does not violate the principle of equal treatment, if
 - a) at the insinuation of the parents and at their own choice in a public education institution,
 - b) or in a higher education institution, on the basis of voluntary participation of students, education is being organized based on religious or other philosophical beliefs, or minority or nationality education, the purposes or syllabus of which justifies the establishment of separate groups or classes, provided that education does not result in any disadvantage for its participants and that the education meets state-approved, state-mandated, or state-sponsored requirements.

(7) Cases regulated by law are considered violation of the principle of equal treatment. The university treats cases of direct discrimination, harassment, unlawful segregation and retaliation with high priority (if the affected is treated less favorably than another person or group in a comparable situation on account of the characteristics listed in Article 8 of Act CXXV).

(8) Direct discrimination

Direct discrimination is a provision which results in a person or group being, has been or would be treated less favorably than another person or a group in a comparable situation, due to their real or perceived

- a) gender,
- b) racial affiliation,
- c) skin color,
- d) nationality,
- e) belonging to a national or ethnic minority,
- f) mother tongue,
- g) disability,
- h) health condition,
- i) religious or philosophical beliefs,
- j) political or other opinion,
- k) marital status,
- l) maternity (pregnancy) or paternity,
- m) sexual orientation,
- n) gender identity,
- o) age,

- p) social origin,
- q) financial situation,
- r) part-time or fixed-term employment or other employment relationship,
- s) belonging to an interest representation body,
- t) any other position, property or characteristic (hereinafter collectively referred to as property).

(9) Indirect discrimination

Indirect discrimination is a provision that does not qualify as direct discrimination and appears to meet the requirement of equal treatment that puts persons or groups with the properties defined in Article 8 of Act CXXV. at a significantly greater disadvantage compared to another persons or groups in a comparable situation.

(10) Harassment

Harassment is a behavior that violates the dignity of a person, associated with a property of a person defined in Article 8 of Act CXXV., and has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment.

(11) Unlawful segregation

Unlawful segregation is the behavior that on the basis of properties defined in Article 8 of Act CXXV., segregates certain persons or groups of persons from others without reasonable justification on an objective basis.

(12) Retaliation

Retaliation is the conduct that causes, threatens or threatens to cause injury, as well as instructions given on the same, against a person claiming, instituting proceedings or taking part in proceedings for violation of the principle of equal treatment.

(13) Procedures for infringement proceedings for violation of requirements of equal treatment are included in Chapter II. of Act CXXV. of 2003 on equal treatment and the promotion of equal opportunities.

Final and miscellaneous provisions

Article 8.

(1) The present Rules and Regulations were accepted by the Senate of the University of Debrecen at its meeting held on 25th June 2015, in its Decision 25/2015. (VI.25.), its provisions shall apply with effect from 26th June, with the exception of paragraph (2).

(2) The requirement described in Article 4. (3) shall apply for the first time to orders from 30th September 2015.

(3) At the same time these Rules and Regulations enter into force, the 'Rules and Regulations of the University of Debrecen on Providing Equal Opportunities for Students with Disabilities' regulations, approved by Decision 46/2006. (V.25.) and amended by Decision 31/2008. (V.15.) shall be repealed.

(4) The following annexes form an integral part of these Rules and Regulations in order to ensure a uniform procedure applies by the faculties:

Annex 1: Registration Data Sheet, University of Debrecen 'Esélyháló' Mentoring Program

Annex 2: Application Form for Note Taking Service, University of Debrecen 'Esélyháló' Mentoring Program

Annex 3: Application Form for Student Assistance, University of Debrecen 'Esélyháló' Mentoring Program

Annex 4: Laptop Application Form, University of Debrecen Mentoring Program

Debrecen, 19th April 2018.

Dr. Zoltán Szilvássy
Rector

REGISTRATION DATA SHEET
UNIVERSITY OF DEBRECEN, 'ESÉLYHÁLÓ' MENTORING
PROGRAM
20 /20 . ACADEMIC YEAR

I. Personal data

Student's name:

Mother's maiden name:

Date and place of birth:

Address:

Place of residence:

.....

Neptun code:

Phone number:

E-mail:

TAJ (social security) number.....

Faculty (faculties), major(s):.....

Form of training: full-time / correspondence

Form of funding: state-funded / tuition-paying

Level of training (FSZ – higher-level vocational training, BA/BSc – undergraduate, MA/MSc – graduate, postgraduate specialized training, PhD training):.....

Year (class):Semester:

II. Definition of persons with disabilities as defined in Article 108 (8a) Act CCIV. of 2011 on National Higher Education:

1. In case of reduced mobility

State: unable to move / uses a wheelchair / uses mobility aids / moves around without using mobility aids, with the assistance of a helper / occasionally assisted by a helper / moves around without any assistance

Public transportation: independently / with a helper / occasionally assisted by a helper / can only be transported with a car

2. In case of sensory disabilities

2.1. Visual impairment

State: blind / low vision / partially sighted Degree of visual impairment in %:%

2.2. Hearing impairment

State: deaf / hard of hearing Degree of hearing impairment in %:.....%

Uses hearing aid / requires sign language interpreter / requires oral interpreter

3. In case of speech impairment

State: dysphasia / dyslalia / dysphonia / stuttering / cluttering / aphasia / nasal speech / dysarthria / mutism / severe speech perception and speech comprehension disorder / central dyslalia / delayed speech development

attends speech therapy/ requires speech therapy

4. In case of mental developmental disorders (multiple answers may be underlined):

4.1. State: dyslexia / dysgraphia / dysortography / dyscalculia attends developmental sessions/ requires developmental sessions

4.2. State: hyperactivity, attention deficit

attends / requires developmental sessions / sees a psychologist/ needs help from a psychologist

4.3. behavioral control disorders:

State: aggression / anxiety / adaptability disorder / other:.....

sees a psychologist/ needs help from a psychologist / attends psychiatric treatment/ receiving medication because of behavioral control problems; medications:

.....

5. Autism spectrum disorder:

State: classic autism (Kanner syndrome), Asperger syndrome

Has difficulties in:

social relations / communication / areas of cognition-awareness / areas of interest, activity / learning

does not require assistance / requires assistance:

.....

6. In case of multiple disabilities:

Please mark all areas in Points 1-5!

Diseases other than the above (diabetes, epilepsy, asthma, received organ transplant, etc.)

.....

III. Disadvantaged

The appropriate part should be underlined!

- during their secondary education have received regular child protection allowance and / or a payment of regular child protection support
- during their secondary education were in public foster care (was transferred to an institution temporarily, or taken into public foster care or temporary foster care by the child protective services)
- taken under the protection of a notary during their secondary education for family or social reasons
- orphan (applicants under the age of 25, whose parents have both passed away, or the unmarried, divorced, widowed or separated parent living with him or her has passed away and has not been adopted and receives (received) orphans' pension)

IV. Available services:

Please select the appropriate service!

- printing – photocopying (300 pages per semester),**
- spiral binding, scanning**
- personal assistance,**
- providing a transportation service*** if the following conditions are met: a person with a serious disability who receives disability allowance, a personal allowance for the blind or a higher family allowance is considered to be socially in need when using the service. Serious disability can be verified in order to use the service:
a decision confirming the allowance or a decision or other document confirming the payment of the allowance,
an expert opinion proving the existence of a disability.

(Based on Article 65. /C. (4) -(6) of Act III of 1993 on Social Administration and Social Benefits (hereinafter referred to as SA).)

- skills development and sensitizing trainings** (self-knowledge training, communication skills development, stress and conflict management training, opportunity-building rapport training, equal opportunities training)
- career counseling, career profile building and job search training**
- recreational activities** (movement development exercise club, participation in leisure and cultural programs)
- consulting services** (life management problems, issues related to the relationship with parents, learning difficulties, social conflicts, relationship problems, self-esteem issues, issues related to substance abuse, loneliness, integration problems, lack of life goals and motivation)
- social administration**
- note taking service**
- learning support service (student helper)**
- other needs**

Date:

.....

Signature

**UNIVERSITY OF DEBRECEN, 'ESÉLYHÁLÓ' MENTORING
PROGRAM**

APPLICATION FORM FOR NOTE TAKING SERVICE

20 /20 . academic year SEMESTER

I, the undersigned..... (University of Debrecen)

Faculty:.....

Major: Year (class):.....

E-mail address:

Mobile number:.....

need the note taking service in the 20 /20 academic year semester.

Please name one or two students who are willing to take notes. Please enter the following information:

Name:..... Neptun code:.....

Faculty:.....Major:.....

Year (class):.....

E-mail address:Mobile number:.....

Name:..... Neptun code:.....

Faculty:.....Major:.....

Year (class):.....

E-mail address:Mobile number:.....

Date:

.....

Signature of requestor

UNIVERSITY OF DEBRECEN, 'ESÉLYHÁLÓ' MENTORING PROGRAM

APPLICATION FORM FOR STUDENT ASSISTANCE

20 /20 . . SEMESTER

I, the undersigned..... student of the University of Debrecen
require the assistance of my fellow student in 20 /20 academic year semester
..... (name)
..... (faculty) (major)
..... (year/class).....(address)
..... (E-mail address)(mobile
number)

in carrying out the following tasks:

	ASSISTANCE IN LEARNING
1.	
2.	
3.	
4.	

Debrecen, 20.....

How many hours of assistance to you need per week:.....

.....

signature of requestor

STATEMENT OF THE STUDENT ASSISTANT

I, the undersigned.....student (Neptun
code:.....) 20 /20 academic year . semester undertake the regular assistance
and support of my fellow student and the participation in the training organized by DEMEK at
the beginning of the semester, in a block format (3 days, 2 credits).

Debrecen, 20.....

.....

signature of student

assistant

UNIVERSITY OF DEBRECEN MENTORING
PROGRAM
LAPTOP APPLICATION
FORM
20 /20

Name of applicant student:.....
Neptun code:.....
Faculty:.....Major:.....
Year/class:.....
E-mail address:Mobile number:.....
Form of training: full-time/correspondent/ evening / distant
learning/specialized training /PhD training
Tuition-paying / state-funded training
Permanent address:.....
Temporary address:.....
Please underline the appropriate!

1. *Reduced mobility*

State: unable to move / uses a wheelchair / uses mobility aids / moves around without using mobility aids, with the assistance of a helper / occasionally assisted by a helper / moves around without any assistance

Public transportation: independently / with a helper / occasionally assisted by a helper / can only be transported with a car

2. In case of sensory disabilities:

2. a. *Visual impairment*

State: blind / partially sighted Degree of visual impairment in %:%

2. b. *Hearing impairment*

State: deaf / hard of hearing Degree of hearing impairment in %:.....%

Uses hearing aid / requires sign language interpreter

3. *Limited in communication (dysgraphia, dyslexia, dyscalculia, speech disorder)*

4. *Has multiple disabilities*

5. *Has autistic spectrum disorder*

6. *Mental developmental disorder (severe learning, attention or behavioral control problems)*

Diseases other than the above (*diabetes, epilepsy, asthma, received organ transplant, etc.*)

.....

1. Have you completed the university registration form and submitted it with attachments? This is a prerequisite for the application!

yes - no

2. Have you previously borrowed any learning aids and returned them by the deadline?

.....
.....

3. How have you managed your computer use so far? Please describe in details!

.....
.....

.....
.....

4. Please explain in details what and how would the laptop help in your studies. Please explain in details!

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

5. Other important justifications:

.....
.....
.....
.....

Date: Debrecen, 20.....

.....
signature of the applicant