

**COLLECTION OF DECISIONS AND ORDINANCES**  
**OF THE UNIVERSITY OF SOUTH BOHEMIA IN ČESKÉ BUDĚJOVICE**

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**Rector's Ordinance governing support for students with special needs  
at the University of South Bohemia in České Budějovice**

1. In accordance with Act no. 111/1998 Coll., On Higher Education Institutions<sup>1</sup>, and with other statutory norms<sup>2</sup>, the University of South Bohemia in České Budějovice (hereinafter USB) provides support for students with special needs. It is perceived not only as an important part of the Universities social responsibility, but also as a way to cultivate, stimulate and enrich the diversity of the academic community.
2. In order to provide support for students with special needs, the USB has established a specialized unit. This unit is a part of the USB Rectorate; directly overseen by the Vice-Rector for Student Affairs, with a whole-university competence. The unit's name is Support Centre for Students with Special Needs (hereinafter Centre).
3. In its activities, the Centre follows the methodological standard set by the Ministry of Education, Youth and Sports (hereinafter the MEYS Methodological Standard)<sup>3</sup>.
4. The Centre provides support for students with special needs such as physical disability, visual or auditory impairment, specific learning disabilities, autism spectrum disorders, impaired communication ability, mental disorders or chronic somatic disease.
5. Support is provided to students with special needs as defined by the MEYS methodological standard, including in particular diagnostic inquiry, individual instruction, training of study and work strategies, personal assistance, spatial orientation, practical measures (organizational and administrative measures, time compensation, study counselling), study assistance, interpreting services, writing and visualization services and processing of study literature.
6. In the event of a lack of personnel or technical capacity of the Centre, some services may be outsourced to a third party.

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<sup>1</sup> Section 1, paragraph b) and Section 21, par.1. e)

<sup>2</sup> in particular, the Convention on the Rights of Persons with Disabilities, the Charter of Fundamental Rights and Freedoms, Act No. 198/2009, the Antidiscrimination Act

<sup>3</sup> at the time of issuance of this Ordinance this is a methodological standard issued as a part of the Rules for Contribution and Subsidies to Public Higher Education Institutions of the Ministry of Education, Youth and Sports, Annexe no. 3 - Funding increased costs incurred by study of students with special needs, Ref.: MŠMT-2067 / 2015-1

7. The aim of the services is to adjust the technical and organizational aspects of the studies so that students with special needs can apply their skills in a similar way as students without disabilities while the quality and content of the studies is not impaired.
8. The use of Centre services is voluntary. However, the Centre is the only provider of such services within the USB. Students who are not registered with the Centre are not eligible for these services.
9. Students with special needs who are interested in receiving any of the above services submit a written request for service provision to the Head of the Centre accompanied by a copy of a document demonstrating their disability or impairment as defined by the MEYS Methodological Standard, and an informed consent for the collection, processing and storage of their personal and sensitive data.
10. The documents proving the disability or impairment of students with special needs can be within the USB collected, processed and archived exclusively by the staff of the Centre, who are bound by confidentiality. Any personal and sensitive data may not be transferred or made available to third parties, with the exception of the MEYS control body.
11. If there is a need to certify special needs for other study-related purposes (e.g. granting a bursary, accommodation, application for waiver of study fees, etc.), the Centre can issue a binding certificate without disclosing detailed information on the student's state of health.
12. Students can be registered with the Centre only on the basis of a diagnostic inquiry carried out by an authorized Centre employee, investigating the actual functional impact of the student's objectively documented disability or disadvantage on activities necessary for the study of the student's selected field (hereinafter referred to as functional diagnostic inquiry).
13. Based on the results of functional diagnostic inquiry and a consultation with a faculty representative(s) , a service agreement is agreed between the student with special needs and the Centre, specifying in particular the Centre's employee responsible for the service, the type and scope of services provided and the extent to which special needs information is disclosed (see below).This agreement may be modified as necessary during the course of studies, by the end of the third week of the given semester at the latest.
14. Students with special needs can also request the provision of services during the semester and if they meet the above-mentioned conditions, the Centre registers them and starts providing services from the beginning of the following semester.
15. In accordance with the Provision of Services Agreement, the Centre prepares a Proposal of measures to enable provision of study of a student with special needs (hereinafter Proposal) specifying the particular adjustments of the form and organization of studies in the given semester, including individual forms of study control (credits, examinations, colloquiums and state examinations), and providing contact details of an authorized Centre employee. The

Proposal becomes effective upon obtaining the informed consent of the student concerned, who also receives one copy of the document.

16. By agreement with the student, the Centre authorized employee makes the Proposal available in one of the following ways:
  - a) if, based on the findings of the functional diagnostic inquiry, it can be assumed that the student's special needs will affect all their studies, the Proposal will be sent electronically to teachers of all courses by the end of the third week of the semester at the latest,
  - b) if, based on the findings of the functional diagnostic inquiry, it can be assumed that the student's special needs will affect only some specific courses, the Proposal will be sent electronically to teachers of those courses by the end of the third week of the semester at the latest; if the student's special needs start affecting other courses during the semester, the authorized Centre employee immediately contacts the relevant teacher(s),
  - c) in the event that the student's special needs do not affect any of the courses and, based on the findings of the functional diagnostic inquiry, it can be assumed that this will be the case for the duration of the given semester, the authorized Centre employee informs the teacher(s) only upon their request; if the student's state of health changes during the semester, the authorized Centre employee will contact the teacher(s) immediately.
17. Teachers in their teaching and assessment of study of a student with special needs follow the Proposal and have the right to consult individual points of the Proposal with an authorized Centre employee and in justified cases to request the active cooperation of the Centre staff.
18. Teachers can adjust the technical and organizational aspects of a special needs students' studies solely on the basis of the Proposal.
19. The Proposal is submitted and consulted with the teacher(s) solely by the authorized Centre employee. Students do not have the right to use the proposal to request amendments to their study obligations, etc.
20. In the event that a teacher does not agree with the Proposal or its part even after a consultation with an authorized Centre employee or the Head of the Centre, they may request a review of the situation carried out by the Vice-Rector for Student Affairs. This is requested via the Dean or their authorized representative.
21. In accordance with Article 25b of the USB Study and Examination Regulations, a student with special needs has the right to follow an individual study plan determined by the Dean of the relevant faculty.
22. The situations indicating the use of an individual study plan may be a temporary deterioration of health preventing participation in instruction or assessment of studies; temporary deterioration

of study performance in a sub-area caused by adverse health; or objective difficulties in adapting to a new environment.

23. The individual study plan regulates the deadlines for fulfilling study obligations or conditions for advancing to the next part of the studies, module, semester or year. The proposal for an individual study plan is prepared by the Centre in consultation with faculty representatives and submitted together with its justification to the Dean who issues a decision.

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Rector

Revised by: Head of Support Centre for Students with Special Needs and Vice-Rector for Studies

Distribution: Deans of USB faculties, Vice-Deans for student affairs