

Policy on the Rights of Students with Disabilities

Introduction

The Policy on the Rights of Students with Disabilities is inspired by the following sources: University of Michigan, the University of Arkansas at Little Rock, and McGill Policy Concerning the Rights of Students with Disabilities.

The purpose of the Policy is to ensure a usable, equitable, inclusive, and sustainable environment free from discrimination on the basis of disability. CEU is committed to creating an inclusive teaching and learning environment by (proactively) identifying and removing barriers and by providing reasonable accommodations to students with properly documented disability. This whole-institution commitment is guided by the principles of universal design and aims to reduce the need for individual accommodations.

Identifying and removing barriers is a shared responsibility that falls on the shoulder of each community member in line with their capacities: (i) removing barriers to accessibility such as attitudinal barriers and systemic barriers in policies, (ii) avoiding practices whereby people with disabilities are treated differently from people without disabilities, (iii) removing informational, communication, and technological (ICT) barriers in order to ensure that students with a disability are able to access the same information that students without disability can access, and (iv) removing physical barriers in the environment in order to provide access for people with disabilities.¹

“Designing [a barrier-free and an accessible educational environment ... does not eliminate the need for specific accommodations for students with disabilities. There will always be the need for some specific accommodations, such as sign language interpreters for students who are deaf.”²

Scope

This policy applies to all current students at the University.

¹ World Health Organization, International classification of functioning, disability, and health. Geneva:2001, WHO. p. 222.

² Universal Design vs. Accommodation | DO-IT

1. Definition of Key Terms

a) CEU adopts the following definition of “disability”: A person with a disability is someone who has a documented sensory, physical, psycho-social, intellectual (learning disability) or other condition which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.³

The Legal Entities to which this policy is applicable are the following:

- CEU Central European University Private University – CEU GmbH
- Central European University New York
- Közép-európai Egyetem (KEE).

b) Central European University provides reasonable accommodations to qualified students with disabilities; while paying, in each case and depending on the applicable jurisdiction, due regard to the mandatory provisions of national law regulating the rights and treatment of Students with Disabilities, adopting the definition of reasonable accommodation outlined in the UN Convention on the Rights of Persons with Disabilities: "Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."⁴

c) Universal design means the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.⁵

2. Types of Disability

“**Sensory**” disability includes but is not limited to, persons who are deaf or hard of hearing; are blind or visually impaired; mute or are deaf-blind.

“**Physical**” disability includes but is not limited to persons who have a physical difference or mobility difficulty.

“**Other**” disability may include but is not limited to: *long-term medical conditions* such as chronic fatigue syndrome, epilepsy, diabetes, HIV or AIDS, or Parkinson’s disease.

“**Intellectual**” disability includes but is not limited to persons who have a specific learning difficulty such as dyslexia or dyspraxia; have a developmental learning or behavioral condition such as attention deficit or hyperactivity; or have an autism spectrum condition such as autism or Asperger syndrome or a speech disorder.

³ Convention on the Rights of Persons with Disabilities (CRPD) Article 1 – Purpose Retrieved September 15, 2021, from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html#menu-header-menu>

⁴ Convention on the Rights of Persons with Disabilities (CRPD) Convention on the Rights of Persons with Disabilities (CRPD) Article 2 – Definitions Retrieved September 15, 2021, from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-2-definitions.html#menu-header-menu>

⁵ Convention on the Rights of Persons with Disabilities (CRPD) Convention on the Rights of Persons with Disabilities (CRPD) Article 2 – Definitions Retrieved September 15, 2021, from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-2-definitions.html#menu-header-menu>

“Psycho-social” disability includes but is not limited to, persons who have a mental health condition (for example, anxiety, depression, eating disorders, bipolar affective disorder, schizophrenia, obsessive compulsive disorder, etc.).

CEU notes that different and / or additional definitions of disability may exist under national law, which CEU will employ depending on the jurisdiction applicable to the individual case evaluated pursuant to the present Policy.

3. General Policies

3.1 The University will inform faculty, staff and students of their responsibilities under this policy and will maintain structures and processes to coordinate the support of students with disabilities.

3.2 The University will strive to ensure that all University buildings and facilities are constructed to meet Universal Design principles and are accessible for people with physical disabilities. New and renovated campus facilities will be designed with this goal.

3.3 Students are encouraged to voluntarily disclose any physical or mental disability so that appropriate support measures can be put in place, while also being informed about the rules on data processing and confidentiality applicable to such information being disclosed.

All involved parties (faculty, staff, students, students with a disability, Disability Service Officer, etc.) must be aware of the highly sensitive nature of the personal data concerning the student's health status (health data) which should be respected and should always be used, stored, accessed in line with the provisions of the corresponding data processing notice (Privacy Notice on the Treatment of Students with Disabilities) and this Policy. The provisions of Privacy Notice on the Treatment of Students with Disabilities) and the rules of the Policy on the Rights of Students with Disabilities are mandatory for CEU PU, CEU, and KEE students.

3.4 Information about how to access support services will be provided for prospective students and for admitted students prior to entry. .

3.5 University faculty and staff are responsible for treating any disclosure of disability in a confidential manner and to refer students to the Disability Services Officer to determine appropriate sources of support.

3.6 Students who meet the University's or the applicable national law's definition of having a disability are entitled to reasonable accommodations pursuant to the present Policy and / or the mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities, to ensure that they are not at a substantial disadvantage compared to other students.

3.7 Reasonable accommodations do not extend to providing long-term academic or other support to someone who, if it can be demonstrated, is not likely to be able to successfully complete their course of study. However, such an assertion must be carefully considered and evaluated to ensure full compliance with legal responsibilities under Austrian/US/Hungarian laws and the provisions of this policy.

3.8 There may be occasions in which students feel that they are unable to study and must take time off due to an illness or disability. It is the responsibility of the student to consult their program or academic department and to follow the procedure for requesting a leave of absence as outlined in the Student Rights, Rules, and Regulations and the CEU Doctoral Regulations.

4. Roles and Responsibilities

4.1 The University will ensure that:

- Efforts are made to raise awareness of the members of the University community about the terms of this policy and their responsibilities arising under it.
- Structures and processes are developed and maintained to coordinate the support of students with disabilities.
- In recognition of its commitment to an inclusive and accessible educational environment, free from discrimination on the basis of disability, CEU will allocate specific lines in the Equal Opportunity Office budget to cover justified costs related to approved disability accommodations each academic year. CEU operates an overall budget for various aspects promoting accessibility at CEU (e.g. Equal Opportunity Office, Information Technology, Facilities Services) and a funding scheme for eligible students where they can apply for an award of eligible costs up to 500 EUR per academic year.
- The appropriate dispensations and / or exemptions specified by mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities are adopted when required.

4.2 Programs and academic departments will ensure that:

- Reasonable adjustments in teaching and learning are considered for students falling under the definition of disability according to the process regulated in this Policy.
- Students and potential students are given a clear account of the nature and content of a course, the assessment methods and the required learning outcomes through publications and course related materials. Clear and practical information on how to access support services is given to students during their orientation.
- Internal program or department procedures do not unlawfully discriminate against students who have disabilities.
- Students with disabilities should be made known to the Disability Services Officer and a responsible employee of program or department they work together to coordinate any necessary accommodations.
- Programs and academic departments are encouraged to work with the Disability Services Officer to determine and provide appropriate accommodations. A student with a disability may voluntarily disclose a disability and ask the teaching instructor or faculty member to provide accommodations, but refuses to turn to the Disability Services Officer. If a student voluntarily discloses a disability but does not want to register with the Disability Services Office, teaching instructors or faculty members can provide the same support as they would for any student experiencing academic challenges.
- The appropriate dispensations and / or exemptions specified by mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities, as established by the University, are put in place in practice, in so far as, given the nature of the dispensation and / or exemption, the implementation thereof is their responsibility.

4.3 Individual staff members are responsible for:

- Treating any disclosure of disability seriously and referring students to the Disability Service Officer.
- Helping to create a non-stigmatizing community within the University, where students with disabilities are encouraged to succeed.
- Seeking advice from support services within the University if they are concerned about a student's health.
- Familiarizing themselves with the procedures for helping students with disabilities.
- Following up with students who have agreed to self-refer to sources of support within the University.
- Ensuring that accurate information is given to prospective students regarding the availability of support for students with disabilities in the University
- Familiarizing themselves with the University's responsibilities towards students with disabilities.
- Making sure that the appropriate dispensations and / or exemptions specified by mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities, as established by the University, are put in place in practice, in so far as, given the nature of the dispensation and / or exemption, the implementation thereof is their responsibility.

4.4 Individual students are responsible for:

- Providing appropriate assessment documentation of the status of their disability, of progressive and fluctuating disability: when students experience periods of good health interrupted by periods of their limitations, after having made an informed decision on disclosing their disability. Discussing any necessary support arrangements, exams, or any other study-related activity with the Disability Services Officer, whenever possible.

4.5 The Disability Services Officer will:

Offer advice and guidance to university faculty and staff on supporting students with long-term disabilities and work with faculty to provide and document reasonable adjustments and reduce barriers to the academic environment. It is the responsibility of the Disability Services Officer to monitor and take part in ensuring and documenting that reasonable accommodations are put in place, and that relevant program(s) or department(s) are carrying these out.

- Carry out assessments of study-related needs for students with disabilities.
- Work towards improving the provision of support for students with disabilities.
- Provide accessible online information about the services available for CEU students with disabilities.
- Keep accurate records of interactions with students which are related to concerns about a student's health.
- Handle written and electronic information which relates to a student's health in a secure and confidential manner.
- Respect a student's right to confidentiality.
- Coordinate across CEU units to facilitate accommodation, integration, and inclusion.
- Coordinate with Facilities Services to create personalized evacuation plans for students with disabilities that prevent them from following the regular evacuation procedures.
- Have a higher education degree and have professional experience or competence in the field of disability.

5.Support for Students with Disabilities

This section describes the types of support and/or accommodations that students may expect the University to provide.

5.1 Student journey from Recruitment, Admissions through Enrollment, Graduation and exit to Careers

The University is committed to providing information in all stages of the student journey, from Recruitment, Admissions through Enrollment, Graduation and exit to Careers that do not discriminate against applicants/admitted students/enrolled students/graduates on grounds of disability.

5.2 Admission

Once applicants have been accepted by CEU for admission, they are encouraged to voluntarily disclose any disability which they think may affect their experience at CEU to the Disability Services Officer. This is to ensure that any support requirements can be discussed with the accepted student, and when possible, arranged before arrival. The University's Disability Services Officer will work with students and relevant faculty to discuss,organize, and document support with programs and departments.

5.3 Support during the academic year

Some disabilities (in particular psycho-social disabilities) may emerge after the student has already embarked on their CEU studies. A decision to seek help with the problems some students may be experiencing is not easy. However, it is important for students to bear in mind that if they do not communicate their problems with the University via the Disability Services Officer, their grades may suffer, and they will not be able to rely on reasonable accommodations which may be provided by the University upon a request.

5.4 Accommodations

5.4 .1 Academic Accommodations

Academic accommodations can be adjustments, aids, and/or services that allow a student with a disability to participate on an equal basis with others. Academic accommodations may include:

- Provision of accessible course materials
- Assignment extensions
- Provision of assistive technology to support student learning needs
- Attendance flexibility
- Audio recording lecture
- Class participation accommodations
- Classroom relocation
- An assistant
- Exam accommodations
- Other modifications that allow a student full participation in the university's programs, services, and activities.

5.4.2 Housing Accommodations

Housing Accommodations are assigned to the specific needs of a student with a disability. Housing Accommodations may include:

- type of room (e.g., single, wheelchair accessible, etc.)

6. Sources of Support

6.1 Disability Services Officer

The Disability Services Officer is a point of contact for any student who would like informal advice and assistance or who would like to request a reasonable disability accommodation during their time at CEU (see “Process for requesting reasonable accommodation”). The Disability Services Officer also serves as a point of contact for faculty and staff who need assistance in supporting a student with a disability. The Disability Services Officer is liable for sharing disability related data on a need-to-know basis with any participants of the process. The Disability Services Officer may temporarily delegate to another individual, the Equal Opportunity Officer, the responsibility, which may be a full delegation or a partial delegation of certain responsibilities.

6.2 Student Center

The Student Center provides information and advice on a range of topics, general advice about living in Austria and Hungary, housing immigration, liaising with doctors and health insurance companies, academic procedures, and other university procedures.

6.3 Medical practitioner on each Campus

When experiencing physical or mental health difficulties or issues, students may visit the Medical practitioner on each Campus. Those experiencing mental health conditions may benefit from medication, which the medical staff can prescribe. The Medical practitioner on each Campus has experience with these types of situations, and their network of colleagues includes specialists that can assist in the care of people who require more intensive support or treatment. The Medical practitioner on each Campus can help to guide students through the university procedures and the Austrian and Hungarian State Health System.

6.4 CEU Psychological Counseling Office

CEU’s Psychological Counseling Office provides confidential individual counseling. CEU student counselors are professionally trained and have experience enabling students to deal with motivation and concentration difficulties, self-esteem issues, stress related issues, anxiety, panic attacks, perfectionism, obsessions/compulsions, mood disorders, relationship concerns, traumatic experiences, and concerns that may result from any kind of identity issue. CEU Psychological Counseling primarily offers counseling interventions and is not a crisis service. It can also refer students to relevant agencies in Vienna and Budapest if needed.

6.5 Cooperation between the medical practitioner on Campus, CEU Psychological Counseling Office, the CEU Disability Services Officer, and the Committee on Students with Disabilities

Students are invited to provide assessment documentation to the CEU Disability Services Officer if they feel it necessary. The Disability Services Officer collects and retains assessment documentation in a confidential and secure manner and determines if condition(s) are a disability in accordance with Austrian, Hungarian, and US legal background. The Medical Practitioner at each Campus and/or the Counseling Services make recommendations whether based on the assessment document they can support the disability accommodation request. The accommodations afforded will be determined jointly by the student, the CEU Disability Services Officer through a process that includes the program or department of the student, the Medical Practitioner at each Campus or the Counseling Services, and the Committee on Students with Disabilities.

6.6 The Committee on Students with Disabilities

The organization is an ad hoc committee and was formed by the Dean of Students for the purposes outlined in the Student Disability Policy/ Policy on the Rights of students with Disabilities. The Committee is a body of 8 independent members which is responsible for determining what reasonable

accommodations, if any, the University should provide to students with disabilities. The members of the committee are the Dean of Students, , a student representative, the Chief Accountant, the Director of Facilities, , an appropriate subject matter faculty expert, and the Disability Services Officer. The members are elected from a list of people nominated by the members of the Committee on Students with Disabilities for a definite or an indefinite term.

The role of the Committee on Students with Disabilities is to consider applications from students with disabilities. The committee members consider the student's disability, disability accommodation requests, recommendations from the Medical practitioner on each campus/ Counseling Services, departmental/program information whether the requested accommodations are at all feasible, and the characteristics of the CEU context-in order to determine the specific accommodations.

The Committee on Students with Disabilities has a quorum if half of its members are casting their votes. A simple majority of the voting members is required for a valid resolution. In the event of a tied vote, the Dean of Students may cast the deciding vote.

7. Support for students helping peers with disability issues

Students often find themselves in situations in which they are supporting a fellow student with a disability or even a mental health crisis. This can be an exceedingly difficult time for the supporting student, and occasionally, situations arise in which a student's behavior (as a result of mental health difficulties, or a mental health crisis) causes distress to other students. In this situation, students are advised to speak to the Disability Services Officer or their department head. Any student needing advice on how to support a friend in crisis can contact the CEU Psychological Counseling Office or the Disability Services Officer in confidence.

8. Awareness Raising and Training

As part of the orientation program, information will be provided detailing the University's expectations of students, the non-discrimination policy, the Code of Ethics, the Disability Policy, and the process for requesting disability accommodations.

8.1 The present Policy on the Rights of students with Disabilities is available on the CEU website for the general public.

8.2 CEU students participate in information sessions at the beginning of the Academic Year on the Policy.

8.3 As part of the orientation program, information will be provided detailing the University's expectations of students, the non-discrimination Equal Opportunity Policy, the Code of Ethics, the main features of the Policy on the Rights of students with Disabilities, and the process for requesting disability accommodations

8.4. At the beginning of each academic year, the names of the members of the Disability Committee on Students will be posted on the website.

8.5. Training

Appropriate training is provided for staff and faculty who work with students to recognize barriers and to seek appropriate support services. Specific tailored training sessions are offered for faculty and staff on more accessible course design and delivery to embrace diverse classrooms including students with disabilities.

9. Confidentiality

Any initial disclosure of a disability to a faculty or staff member must be treated with sensitivity and strict confidentiality.

It is understood that students may feel uncomfortable about information relating to their disability or health being shared with other members of staff within the University and with outside agencies. In order to reinforce students' confidence and their willingness to seek help, and in accordance with the University's Data Processing Regulations, the University makes the following assurances about the way in which such sensitive information will be handled:

- Information relating to a student's disability will not be shared by the Disability Services Officer with other university programs or departments, parents, other students, or outside agencies without that student's written permission.
- Under all normal circumstances, students will be made aware of who their information is being shared with in advance, and the reason for this.

All university staff have responsibilities related to data processing, and must comply with this Policy and the relevant Privacy Notice. In communications between Student Center and an employee of a program or department, the Disability Services Officer should not disclose the nature of the student's disability without the student's explicit permission, merely the accommodation which has been agreed with the student.

10. Retention period and Disclosure

Given the highly sensitive nature of the disability related data, a retention period of 30 years, under the data minimization principle of the GDPR shall be applied. 30 years after graduation of our students with disabilities the disability related personal data shall be deleted. .

The Disability Services Officer is Data Owner with primary accountability for disability data stored under O:\Dean of Students\Disability to safeguard the confidentiality and security of disability data for 30 years. Disability related data should be stored in two folders. One folder should have easy, but regulated access to data of ongoing processes until 7 years after the student meets all academic and administrative requirements of the program. While the data that belongs to students who completed their studies more than 7 years earlier should be kept in a locked folder with access granted by the committee upon request for another 23 years.

Students or applicants to the University may be reluctant to disclose a disability as they may fear negative responses such as not being admitted to the University, being stigmatized in class, or receiving lower grades. The University encourages students to voluntarily disclose any difficulties or barriers they face at an early stage so that appropriate support can be provided to them in a timely and confidential manner.

It is the student's responsibility to voluntarily act to inform the head, or a faculty member of their program or department if they are unable to fulfill the requirements of their course for any reason, whether this is done personally or through a friend or support person. The faculty member should refer the student to the Disability Services Officer for further actions and should not individually act.

11. Process for requesting reasonable accommodation

A student requesting reasonable accommodation from the University should put this request in email format to the Disability Services Officer. The request should include:

- The nature of the disability/condition;

- An assessment from a licensed medical doctor, clinical psychologist (Psy.D or equivalent, that is, BA or MA specialization in clinical psychology is not acceptable) or an official pedagogical specialist service, or official rehabilitation expert, or psychiatrist confirming the disability. or any other professional or body competent in assessing the disability as prescribed by the mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities. In the case of a psychological or psychiatric assessment, the documentation needs to state the relevant ICD-10 code (F code). This document should be in English or include a translation, and must be no older than three years from the date on which the request is made, except for lifelong conditions and if prescribed otherwise by law.
- An explanation of the accommodation requested.

Students may first approach a faculty or staff member in their program or department to ask for advice on reasonable accommodation. However, even in these cases, a request for reasonable accommodation will have to be registered with the Disability Services Officer.

After receiving a request from a student for reasonable accommodation, the Disability Services Officer must start the procedure for requesting accommodations and , must communicate the University's response about the decision explaining either the accommodations or their refusal as soon as possible. The Disability Services Officer may request further documentation from the student and may require the student to consult with a medical doctor or clinical psychologist or psychiatrist for further information on the disability. No such request shall be made if the student has submitted all appropriate documentation specified by the mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities as necessary for the establishment of the accommodation.

If the reasonable accommodation request is granted by the Committee on Students with Disabilities the Disability Services Officer will inform the student, the relevant teaching instructors, faculty, and staff members, based on the authorization from the student, about the type of accommodation that is needed and will make referrals to other sources of support both internal and external whenever necessary.

It is possible to refuse accommodation requests in such cases when the accommodation requested would put an excessive financial and/or administrative burden on the institution, when the requested accommodation would change the nature of an academic program, curriculum, including an unfair advantage over other students, lowering academic standards, and significantly altering what is required to complete a class or program.

When there is a denial of the feasibility of a requested disability accommodation, the Dean of Students investigate should be consulted.

Approved accommodations will be valid until the student completes the degree program or until the student notifies the Disability Services Officer that the accommodation is no longer necessary. Students with approved accommodations should authorize the Disability Services Officer via email to inform the relevant faculty/staff/teaching assistants about the eligible accommodations each semester. Students may request additional accommodations or a modification to an existing accommodation at any point in time. If a requested accommodation cannot be approved, every effort will be made to implement an alternate adjustment that will provide the student with equal access. The rationale for denied accommodations will be provided to the student.

12. Appeals by students

A student who is dissatisfied with the accommodation decision of the Committee on Students with Disabilities may submit an appeal, as follows:

The appeal should be written and submitted to the CEU Disability Services Officer and the Dean of Students. The Dean of Students shall investigate the matter and shall inform the Disability Officer whether the appeal is valid, the reason(s) for the decision, and any remedial steps to be taken.

Written Decision

The Dean will provide the student with a written decision no later than thirty days after the date the student filed the complaint. The decision will state the final decision and the reasons for reaching the decision.

Appeals by Students

If the student who filed the complaint disagrees with the second decision made by the Dean the student may appeal the decision to the Academic Pro-Rector.

13. Leave of absence

There may be occasions when a student feels that they are unable to study and need to take time out due to an illness or disability (particularly cyclical disabilities such as psycho-social disabilities). In such cases the provisions on leave of absence of the Student Rights, Rules, and Academic Regulations shall apply *mutatis mutandis*.

14. Disciplinary issues

As part of Student Orientation, information is given which sets out the University's expectations of students. These expectations include attendance at teaching sessions and exams (where applicable) and the timely submission of coursework. When students are unable to comply with these expectations, it is important that communication is maintained between the student and the University, and where applicable, longer-term adjustments to the course can be considered in the case of physical or mental health difficulties.

There may be instances in which a student's mental health causes them to behave in a disruptive manner. If staff members who have come into contact with this student believe that a student's mental health may have been a contributory factor in the behavior, or if the student discloses this information, careful consideration should be given to the way in which the incident or behavior is treated. If disciplinary action is considered, the student should be given the opportunity to raise issues around their support needs. The student might not be currently receiving any help and as a result their behavior may be beyond their own control.

15. Periodic review

This Policy shall be reviewed by the Disability Services Officer within maximum 24 months of its adoption in line with the practice and changes in legislation.

Signed by *CEU President and Shalini Randeria*

The original document is filed at the Office of the Academic Secretary

Annex to the Disability Policy

Student Services *Central European University*

Introduction

Austrian law, Hungarian law, European Union law, US law, and UN conventions all recognize the rights of persons with disabilities and promote measures to ensure that those living with disabilities have access to equal opportunities in education. CEU's own Equal Opportunity Policy includes the University's commitment to the principle of equal opportunity in education for students and prospective students at the University, and to develop practices and programs compatible with this goal. As a result of barriers in accessing services, including primary, secondary, and tertiary education, people worldwide with disabilities experience discrimination in numerous aspects of life. They have poorer health outcomes, lower education achievements, less economic participation, and higher rates of poverty than people without disabilities. A way of empowering people living with disabilities is making quality education accessible, which corresponds to CEU's mission.

Disabilities and in particular psycho-social (mental health) disabilities can emerge for a number of reasons. They can be exacerbated by stressful situations such as being away from home, being in a different country, the stress of intensive education with exams and deadlines, pressure of meeting new friends and fitting in, managing a tight budget, living with strangers, being in a competitive environment where there is pressure to succeed, and not being able to understand the language of the host country.

Students with disabilities are not a homogenous group, and disability varies greatly. Many people with disabilities can manage by themselves, some require minimal support. For others, the barriers they face are significant and other people need to adapt to enable the person with disability to enjoy aspects of life on an equal basis with others. A student's disability can impact on their ability to function, and it may adversely impact on their ability to realize their full academic and social potential.

Legal foundation

The present policy refers to Austrian, Hungarian, European Union and US laws and derives guidelines and inspiration from the standards enshrined in the international and domestic law affecting the rights of people with disabilities, including , Austrian, Hungarian and US law.: In the course of the present Policy's implementation, careful consideration shall always be paid to the mandatory provisions of the applicable national law regulating the rights and treatment of Students with Disabilities. As such rules may at any time change, they shall always be reviewed, assessed, and potentially supplemented at the time of their application. At the time of drafting the present Policy, the effective and applicable rules include in particular but are not limited to the following.

Austrian law

- Equal Treatment Act of 2005

The Act regulates equal treatment in Austria and is aimed at persons working in the private sector, especially with regard to gender, ethnicity, religion, age, and sexual orientation.

- Austrian (Public) Universities' Act: Act:
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20002128>
- Austrian Private Universities' Act:
<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20011248>

- Since 1 January 2016, accessibility has been a right in all areas of life according to the Federal Disability Equality Act.

<https://broschuerenservice.sozialministerium.at/Home/Download?publicationId=441>

Hungarian law

- Fundamental Law of Hungary of Law of 25 April 2011

Article XV Section (2) declares that Hungary shall guarantee the fundamental rights to everyone without discrimination based on any ground such as, amongst others, disability. and Article XV Section (5) Hungary shall introduce specific measures to protect, amongst others, the disabled.

- Act No CXXV of 2003 on equal treatment and the promotion of equality of opportunities

The Act's objective is to provide effective legal protection to those suffering from negative discrimination by banning direct negative discrimination, indirect negative discrimination, harassment, unlawful segregation, retribution, and any orders issued for those. One of the protected grounds listed by the law is disability.

- Act No XXVI of 1998 concerning the rights and equal treatment of people with disabilities

The aim of the Act is to define the rights of persons living with disabilities including the right to education and the instruments for the exercise of these rights, further, to regulate the complex rehabilitation to be provided for persons living with disability, and thereby, to ensure equality of opportunity, independent living, and active participation in the life of society for people living with disabilities.

- Act No CCIV of 2011 on national higher education

The Act considers the special needs of applicants and students living with disabilities and calls upon higher education institutions to help students to adjust and support the progress of students by paying special attention to students with disabilities.

Government Decree 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education

The Government Decree, in its Sections 62, 63, and 64 sets forth the specific rules which shall be followed by higher education institutions in connection with promoting equal opportunities for students.

EU law

- Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation

The purpose of this Directive is to lay down a general framework for combating discrimination on grounds of disability, among others, with a view to putting into effect in the Member States the principle of equal treatment.

- Council Directive 2019/882/EC of 17 April 2019 on the accessibility requirements for products and services

The purpose of this Directive is to contribute to the proper functioning of the internal market by approximating laws, regulations and administrative provisions of the Member States as regards accessibility requirements for certain products and services by, in particular, eliminating and preventing barriers to the free movement of certain accessible products and services arising from divergent accessibility requirements in the Member States. The demand for accessible products and services is high and the number of persons with disabilities is projected to increase significantly. An environment where

products and services are more accessible allows for a more inclusive society and facilitates independent living for persons with disabilities.

US law

- Section 504 of the Rehabilitation Act of 1973

This is a federal law that protects qualified individuals from discrimination based on their disability in organizations that receive financial assistance from any federal department or agency. Section 504 forbids organizations from excluding or denying persons with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

- The Americans with Disabilities Act (ADA) of 1990

The ADA prohibits discrimination on the basis of disability. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

UN law

- UN Convention on the Rights of Persons with Disabilities, 2006

The Convention promotes inherent dignity and promotes, protects, and ensures the full and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities. Article 5 ensures equality and non-discrimination, which includes the obligation of reasonable accommodation. Article 24 sets out the right to every person with disabilities, inclusive education, and sets out a state obligation to “ensure an inclusive education system at all levels and lifelong learning.”

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| Title | Policy on the Rights of Students with Disabilities |
| Distribution | Internal |
| Filename | Disability policy.doc |
| Notes | |
| Related documents | CEU's Code of Ethics Student Rights, Rules, and Regulations CEU Doctoral Regulations Data Protection Policy |
| For final documents | |
| Approved by: | Senate |
| Date of approval | December 10, 2021 |
| Enters force | December 10, 2021 |
| Lead unit | Student Services |