

Masaryk University Directive No. 8/2014

Ensuring Accessibility to Masaryk University for Persons with Disabilities

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Preamble

The Rector of Masaryk University (hereinafter referred to as “MU”), in accordance with the mission of a higher education institution as set out in Act No. 111/1998 Coll., on Higher Education Institutions and on the Modification and Amendment of Other Acts (hereinafter referred to as the “Higher Education Act”) and with particular regard to the ramifications associated with the higher education institution in question:

- *the provisions of articles 1–3 of Act No. 198/2009 Coll., on Equal Treatment and on the Legal Means of Protection against Discrimination and on the Amendment of Other Acts (hereinafter referred to as the “Anti-Discrimination Act”),*
- *the provisions of articles 7–10 of Act No. 155/1998 Coll., on Communication Systems for the Deaf, as amended by Act No. 384/2008 Coll. (hereinafter referred to as the “Communication Systems Act”),*
- *the provisions of article 38 of Act No. 121/2000 Coll., on Copyright and Rights Related to Copyright (hereinafter referred to as the “Copyright Act”),*
- *the provisions of decree No. 64/2008 Coll., on the Form of Publishing Information Related to Public Administration through a Website for People with Disabilities, (hereinafter referred to as the “Decree on Accessibility”),*
- *the provisions of decree No. 398/2009 Coll., on General Technical Requirements for the Barrier-Free Usage of Buildings, (hereinafter referred to as the “Decree on Barrier-Free Usage of Buildings”),*
- *the Convention on the Rights of Persons with Disabilities, in force in the Czech Republic since 28 October 2009,*

issues this directive on the status of persons with disabilities at MU.

Part I General provisions

Section 1 Definition of key concepts

The definition of key concepts valid for this directive is likewise valid for the Directive on the Studies of Persons with Special Needs at Masaryk University.

1. **Disability** – long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder a person’s full and effective participation in university activities on an equal basis with others.
2. **Medical diagnosis of disability** – detection of disease, disability, injury, etc., in accordance with the International Classification of Diseases (hereinafter referred to as “ICD”), which takes into account the aetiological frame regardless of work and study-related conditions associated with the higher education institution.
3. **Functional diagnosis of disability** – identification of the functional capabilities of an individual with disabilities in terms of activities he/she carries out, processes he/she may be incorporated into and the inherent limitations of his/her activities and possible inclusion; carried out in accordance with the International Classification of Functioning, Disability and Health (hereinafter referred to as “ICF”), either

- a. with respect to general employment opportunities,
 - b. or with particular regard to the specific environment an individual with disabilities is to integrate into and the study or work conditions associated with the activities organized by the higher education institution.
- 4. **Person with special requirements** – a member of the academic community, applicant for studies, lifelong learning participant or non-academic MU employee explicitly applying for the use of study or work facilities with universal design (see [subsection 9 of this section](#)), or appropriate modifications to his/her study or work environment ([subsection 10 of this section](#)) due to his/her disability.
- 5. **Person with special needs** – a member of the academic community, applicant for studies, lifelong learning participant or non-academic MU employee with special requirements recognized by MU as a legitimate requirement following a functional diagnosis of disability in accordance with subsection 3, letter b) of this section and a commitment to satisfy this requirement by providing clearly defined services as set out in [subsection 7 of this section](#).
- 6. **Recognized document certifying the status of a person with special requirements** – an official document facilitating the inclusion of an applicant for studies or student in a database which forms the basis for university performance quantification in the area of service provision. Recognized documents include proof of functional diagnosis of disability issued in accordance with the provisions of [subsection 3, letter a\) of this section](#):
 - a. proof of disability in accordance with the provisions of section 67 of Act No. 435/2004 Coll., on Employment,
 - b. proof of disability (any disability level) in accordance with the provisions of section 39 of Act No. 155/1995 Coll., on Pension Insurance,
 - c. disabled persons ID card (any disability level) in accordance with the provisions of section 34 of Act No. Act No. 329/2011 Coll., on the Provision of Benefits to Persons with Disabilities.
 along with a medical diagnosis certification, or a different type of document:
 - d. proof of specific learning disability based on generally recognized results of standardized psychometric tests which have the character of a functional diagnosis of disability in accordance with the provisions of [subsection 3, letter b\) of this section](#),
 - e. proof of a medical diagnosis of disability in the case of persons with mental disorders (including autism spectrum disorders and impaired communication skills) or chronic somatic diseases in case such persons are unable to provide any of the documents specified under [letters a–c of this subsection](#).
- 7. **Service standards** – a defined guaranteed minimum range and quality of services provided by the university to persons with special needs as set out in [subsection 5 of this section](#) and also to persons with obligations arising from interaction with persons with special needs:
 - a. services associated with passive orientation in a physical space and self-care;
 - b. services associated with the active manipulation of physical objects and devices;
 - c. services associated with the accessibility of social and verbal communication;
 - d. services associated with the accessibility of written text;
 - e. services associated with the accessibility of visual symbols and images;

- f. services associated with the accessibility of audio and video recordings;
- g. services associated with orientation in a virtual space.

Minimum standards are specified by MEYS in a document defining increased educational expenses as set out in [subsection 15 of this section](#) or by other national and international methodological institutions with competences associated with the provision of services to persons with special needs. These standards include clearly defined obligations of service providers and recipients as well as price calculations and manners of payment.

8. **Counselling** – an implicit and mandatory service provided by the university to applicants for studies and members of the academic community; advisory services are primarily designed to provide information regarding universal design principles and the availability of reasonable individual adjustments.
9. **Universal design** – the design of the university study and work environment with respect to its physical form (architectural concept of the campus and individual buildings, orientation and movement within buildings, interior layout of offices and classrooms, furniture design) as well as its virtual form (alternative teaching methods, accessibility of electronic information and administrative systems, accessibility of e-learning applications and document servers, repositories, electronic libraries and library catalogues, accessibility of individual files), implemented in such a way as to offer versatility and flexibility in accordance with the technical norms defining accessibility standards applicable to a given type of environment. If at all technologically feasible and operationally efficient with respect to specific educational needs, universal design in education presupposes purposeful versatility and flexibility beyond such technical standards, though not beyond a point where the needs of an individual or group might be in danger of infringing the rights or choices of another individual or group.
10. **Reasonable individual adjustments** – individual adjustments of the universal educational design may be implemented in cases where the needs of an individual or group might be in danger of infringing the rights or choices of another individual or group. Such adjustments may be made to any service implemented in accordance with the provisions of [subsection 7 of this section](#), provided that these adjustments, based on a functional diagnosis as set out in [subsection 3, letter b\) of this section](#), are considered necessary and efficient. These measures are not permanent, but must be technically reconstructable on the basis of saved documentation.
11. **Individual instruction** – a didactic adaptation of instruction implemented in cases where standard teaching practices do not meet the specific demands of a student and it is neither possible nor desirable to change them with respect to the rights and choices of the mainstream student body. Such instruction is implemented:
 - a. as part of universal design in situations which methodically and didactically warrant that, regardless of the needs of any one individual, the educational methods required for certain groups of students will be permanently incompatible (language teaching of the severely hearing impaired, mathematics for the severely visually impaired, etc.);
 - b. as part of reasonable individual adjustments in cases where a student's special needs, identified on the basis of a functional diagnosis as set out in [subsection 3, letter b\) of this section](#), cannot be met in any other way.

12. **Customized study plan** – a special special requirement type facilitating a deviation from the MU Study and Examination Regulations (e.g. in the area of scheduling, standard duration of studies and examination regulations, etc.) in necessary, pre-determined and clearly justified cases. The conditions for granting a customized study plan are set out in the Directive on the Studies of Persons with Special Needs at MU.
13. **Teaching assistance** – a service ensuring the accessibility of teaching or other parts of the university's educational environment, carried out by a designated person (technician, translator, transcriber, etc.) in collaboration with the teacher and student. The service is offered to teachers with special needs as well as to teachers involved in the process of preparing universal learning environment design and individual adjustments for students with special needs and also as part of reasonable individual adjustments for students with special needs. The service is provided on the basis of a functional diagnosis as set out in [subsection 3, letter b\) of this section](#) in cases where implemented counselling or technological measures have proven to be insufficient; teaching assistance is always preferable to personal assistance.
14. **Personal assistance** – a service employing an assistant tasked with ensuring reasonable individual adjustments of components of the academic environment not directly associated with teaching, learning or research but rather with the physical existence of a member of the academic community within the university (transport, manipulation of objects, personal hygiene, meals, accommodation). The service is provided to persons with special needs on the basis of a functional diagnosis as set out in subsection 3, letter b) of this section as a last resort in cases where implemented counselling or technological measures and teaching assistance services have proven to be insufficient. The service is funded by the university only in cases which call for the use of university facilities or equipment which a member of the academic community is dependent on during the course of fulfilling study- or work-related obligations.
15. **Increased educational expenses** – expenses associated with ensuring universal design in education or reasonable individual adjustments. Cases specified in MEYS documentation on increased educational expenses associated with the studies of students with special requirements are funded by MEYS; additional costs recognized by the university as special needs of individual students are funded from other university sources.

Section 2

Scope of competence

1. This directive defines the duties, rights and interoperability of individual units in order to achieve the following objectives:
 - a. universal design in the day-to-day administrative operation of the university, independent of its mission as an educational and research institution;
 - b. universal design of the university as an educational and research institution.
2. The following remain outside of the scope of this directive:
 - a. measures stipulating the rights and obligations of students with disabilities in accordance with the provisions of section 42 of the MU Study and Examination Regulations, covered by the Directive on the Studies of Persons with Special Needs;

- b. accessibility of MU libraries and library catalogues, archives and museum collections, all of which are treated in a separate Directive;
- c. accessibility of technical services associated with building management, information and computing technologies, catering and accommodation for the academic community, publishing and other services, where the provision of the resulting services does not warrant access to the associated facilities;
- d. accessibility of applications and systems provided by third parties for work organization or classroom use in cases where MU is incapable of ensuring their accessibility;
- e. accessibility of specialized centres, research laboratories and field work in cases where the alteration of conditions associated with such work or research is in demonstrable contradiction to the very nature of such activities and is therefore neither desirable nor viable.

Section 3 General provisions

1. Members of the MU academic community are obliged to do their best, with particular regard to their positions, to contribute to the development of universal design (see [section 1, subsection 9 of this Directive](#)) at the university as a generally accessible public educational institution and to communicate with persons with disabilities (see [section 1, subsection 1 of this Directive](#)) in such a way as to minimize the impact of their disability on the communication situation.
2. MU employees are required to treat persons with special needs ([see section 1, subsection 5 of this Directive](#)) in accordance with the provisions of this Directive.
3. MU establishes the Support Centre for Students with Special Needs (hereinafter referred to as “**Teiresias Centre**”) as a separate economic unit tasked with the provision of essential services associated with the full integration of persons with special needs into the academic community on an equal basis with others and with the provision of methodological assistance to all members of the academic community involved in communication between members of the academic community with and without special needs.

Part II Universal design in day-to-day administrative operation of the university

Section 4 Constitutive elements of universal design in day-to-day administrative operation of the university

The constitutive elements of universal design in day-to-day administrative operation of the university, independent of its mission as an educational and research institution, include:

1. physical accessibility of public administration spaces and meeting spaces;
2. correctness in direct communication with persons with special needs;
3. correct formatting of documents intended for internal university use and third party use;
4. accessibility of the electronic administration environment, both with respect to internal university administration and administrative communication with the public;

5. flexibility in providing alternative solutions where normal procedures prove unsatisfactory for a certain individual.

Section 5

Physical accessibility of the university

1. MU department heads are tasked with ensuring that administrative operations and negotiations to which persons from other MU units and third party representatives are invited are primarily dislocated to facilities which meet the requirements of the [Decree on general technical requirements to secure barrier-free usage of buildings](#).
2. MU department heads, in collaboration with the Support Centre for Students with Special Needs, are responsible in particular for:
 - a. reserving parking spaces for wheelchair users and ensuring access to such parking spaces (e.g. remotely controlled gates, functional and accessible doorbells and door handles, operational vertical and inclined platform lifts without the need for staff assistance, etc.);
 - b. ensuring the existence of orientation and navigation systems for the blind, fully integrated into basic building orientation systems (tactile paving, tactile room signage, auditory navigation, tactile and auditory information in elevators, access to visual and tactile building plans);
 - c. ensuring accessibility to those parts of a building used for contact with the public and also the clarity and functionality of intercom systems, which must be technologically construed and utilized in a way which does not present an obstruction to blind or deaf persons;
 - d. ensuring the accessibility and functionality of barrier-free restrooms which may not be used for any other purposes and must be available for use at all times.

Section 6

General principles of communication

1. MU department heads are responsible for ensuring that their employees have been introduced to the principles of direct communication with persons with special needs and act in accordance with such principles. Methodological guidelines which include the principles of such communication are available on the [Teiresias Centre](#) website; personal employee instruction is carried out by [Teiresias Centre](#) tutors in response to a request placed by an MU department head.
2. MU employees are required to avoid in particular the following:
 - a. compelling persons with severely impaired vision to comment on documents available only in visual form while requesting them to physically sign such documents, unless such a course of action was suggested by such persons of their own accord;
 - b. compelling persons with severely impaired hearing to comment on orally presented information while requesting them to confirm the reception of such information in writing in the absence of an interpreter, unless such a course of action was suggested by such persons of their own accord;
3. MU employees are prepared to change agreed or usual public meeting locations, personal meeting locations or document formats in case such changes are required in order to accommodate persons with special needs and in case such requirements were formulated in a timely and comprehensible manner so that they may be

addressed in cooperation with the **Teiresias Centre** and resolved in a feasible and timely manner by the relevant unit or by the **Teiresias Centre**.

Section 7

Guidelines for developing and publishing written documents

1. MU department heads are tasked with ensuring that documents physically printed by their unit for use by other MU units or third parties adhere to the following guidelines set out by the Library and Publishing Section of the Support Centre for Students with Special Needs:
 - a. both print and Braille shall be used in the case of documents which are being submitted for comment or immediate signature by blind persons;
 - b. large type shall be used in the case of documents which are being submitted for comment or immediate signature by visually impaired persons;
 - c. documents shall be made immediately available in an electronic format which includes a text layer in the case of documents which are being submitted for comment by severely visually impaired persons likely supplied with the necessary technological equipment.
2. MU employees are tasked with ensuring that visual and textual information displayed with the help of data projectors in the form of presentations of various electronic formats is provided to visually impaired persons via a tablet or personal communication devices in collaboration with the Special IT Section of the Support Centre for Students with Special Needs.
3. MU department heads are responsible for ensuring that the online presentations of their units, i.e. both the online environment as a whole and any component files placed therein on the initiative of MU, are in accordance with the [Web Content Accessibility Guidelines 2.0](#) and other W3C recommendations.
4. MU employees tasked with the production of electronic documents for the benefit of other MU units or third parties are responsible for their formal and technical correctness, so that these documents may be made accessible to persons with special needs in compliance with valid national and international standards. Cases not treated by specific standards or methodologies are subject to treatment carried out in accordance with the provisions of [subsection 3 of this section](#). In case a person other than the author of the content is responsible for the technical form of the document (department head, editor, etc.), he/she assumes responsibility for the technical correctness of the document in place of the author.

Section 8

General interpreting and transcription guidelines

1. In the event of a communication between deaf persons as defined by section 2 of the [Communication Systems Act](#) (hereinafter referred to as “hearing impaired”) and hearing persons, taking place on MU soil and associated with the administrative, educational or research activities of MU, both communicating parties are entitled to interpretation or transcription services.
2. MU provides several types of translation services between standard Czech and the following communication systems for the hearing impaired:

- a. Czech Sign Language¹;
- b. signed Czech²;
- c. speech-to-text reporting:
 - real-time visualisation³;
 - recorded transcription⁴;

The provision of translation services is the purview of the **Teiresias Centre**, as long as one of the communicating parties requests sign language interpretation from an interpretation manager or transcription services from a transcription manager no less than five working days prior to an event.

4. In exceptional cases, on request and with the consent of the director of the Support Centre for Students with Special Needs, translation services may be carried out in foreign languages, e.g. spoken Slovak or English, International Sign or American Sign Language. The director of the Support Centre for Students with Special Needs is authorized to request payment for translation or transcription services, unless these constitute increased educational expenses as defined by [section 1, subsection 15 of this Directive](#) or in case their provision was instigated by MU in the course of pursuing the university's objectives.
5. Representative university-wide events for the general public and events targeting the entire academic community – thematically linked to specific human rights issues and designed with hearing impaired persons in mind – are interpreted and transcribed regardless of whether a hearing impaired person explicitly expresses interest in such services prior to an event.
6. In the case of events other than those listed in [subsection 4 of this section](#), interpreting or transcription services are provided in case they are requested by at least one of the communicating parties no less than five working days prior to an event.
7. Interpreting and transcription service procedures as well as relations between contractual parties are governed by a methodological instruction issued by the director of the Support Centre for Students with Special Needs.

¹ A natural communication system for the deaf which uses manual communication and body language to convey meaning. This may involve hand shapes, orientation and movement of the hands, arms or body, and facial expressions (according to the Communication Systems Act).

² Transcription of Czech using Czech Sign Language lexical units indexed according to the rules of Czech grammar in combination with the mouth movements and/or speech. Conversion between Czech and this communication system does not constitute a linguistic translation but rather a transcription process (sometimes referred to as *transliteration*). In order to distinguish this process from other types of [transcription](#), the term *transcription* is not used in the case of signed Czech for the purposes of this directive and is included under *translation* along with Czech Sign Language.

³ Real-time speech-to-text reporting enabling hearing impaired persons to visually monitor spoken language output. Real-time transcripts are not saved, corrected or edited.

⁴ Speech-to-text transcription recorded simultaneously but not necessarily provided in real time. Transcripts may be temporarily saved in order to provide a basis for the development of more permanent records, which in such cases are corrected and edited.

Part III

Universal design of the university as an educational and research institution

Section 9

Constitutive elements of universal design of the university as an educational and research institution

The constitutive elements of universal design of the university as an educational and research institution include:

1. all elements listed in [section 4 of this Directive](#) when used for communication among members of the academic community and communication between MU employees and persons with special needs during the admission procedure or studies;
2. and also the following:
 - admission procedure for persons with special needs
 - organization of teaching for persons with special needs
 - accessibility of physical learning environments including accommodation and catering facilities
 - accessibility of didactic environments, social and spoken communication in the classroom
 - accessibility of written educational documents, including visual symbols and images
 - accessibility of the virtual environment, electronic information systems and e-learning systems
 - accessible, objective and fair manner of evaluating the course of studies in the case of persons with special needs
 - accessibility of final examinations and habilitation procedures in the case of persons with special needs
 - accessibility of student mobility programmes and teaching and research exchange programmes in the case of persons with special needs
 - accessibility of lifelong learning and commercial educational activities

Section 10

Physical accessibility of teaching facilities

1. The Infrastructure Development Office of the Rector's Office and the **Teiresias Centre** are jointly tasked with ensuring that the construction of new buildings or modification of existing facilities serving educational and research purposes meet the requirements of the [Decree on Barrier-Free Usage of Buildings](#) and, in cases which deserve the special attention of the academic community, exceed universal standards in order to accommodate the needs of persons with special needs.
2. The head of the Section for Mobility-Impaired Students of the **Teiresias Centre** and the head of the **Teiresias Centre** Studies Section are jointly responsible for ensuring the physical accessibility of learning environments, i.e.:
 - a. interior and exterior spaces serving as teaching venues for all full-time or combined forms of study and lifelong learning programmes,
 - b. interior and exterior spaces providing accommodation and catering services for members of the academic community,

- c. interior and exterior spaces serving as venues for compulsory professional, cultural or social student events or compulsory research,
 - d. communication routes between the above mentioned interior and exterior spaces,
- which must – inasmuch as possible – provide persons with special needs with access and enable them to move independently, especially in the case of workplaces already providing educational services to such persons.
3. The head of the **Teiresias Centre** Studies Section, the guarantors of degree programmes or fields of study and the heads of units currently providing educational services for persons with special needs are jointly tasked with executing any changes in organization and technical teaching and learning support required by the studies of persons with special needs.
 4. The head of the **Teiresias Centre** Section for Mobility-Impaired Students continuously consults with faculty bursars and the heads of independent economic units regarding issues associated with aspects and components of MU buildings and property assessed as inconsistent with universal design requirements by a learning environment accessibility supervisor.
 5. The director of the Support Centre for Students with Special Needs is authorized to request payment for personal assistance services provided in connection with the accommodation or catering of persons with special needs, unless these constitute increased educational expenses as defined by [section 1, subsection 15 of this Directive](#) or in case their provision was instigated by MU in the course of pursuing the university's objectives.
 6. Each year, the director of the Support Centre for Students with Special Needs submits a proposal to the MU bursar, summarizing investment adjustments necessary for resolving issues associated with aspects and components of MU buildings and property assessed as inconsistent with universal design requirements by a learning environment accessibility supervisor which the **Teiresias Centre** director was unable to resolve in negotiations with faculty bursars and the heads of independent economic units.

Section 11

Organization of the admission procedure for persons with special needs

1. MU is committed to ensuring that prospective students are continuously informed of the conditions governing studies with disabilities. Counselling services are provided to such applicants by the Support Centre for Students with Special Needs in collaboration with faculty offices for studies, the Studies Section of the Rector's Office and the Public Relations and Marketing Office of the Rector's Office.
2. The MU entrance application form must be designed so as to accommodate the special requirements of each applicant.
3. The following admission procedure variants satisfy the requirements of universal design as implemented at MU:
 - a. electronic file containing the written entrance examination assignment, including text and image magnification options and automatic document navigation structure;
 - b. electronic file containing the written entrance examination assignment, accessible by means of a tactile screen reader or text-to-speech mechanism;

- c. tactile copy of the written entrance examination assignment, developed in accordance with the national standards of the utilized language and including tactile graphics in case it is possible to properly process any graphic components of the document;
 - d. video recording of a Czech Sign Language translation of the Czech written entrance examination assignment;
 - e. adopting a working position opposite a speaker formulating the oral entrance examination assignment which facilitates lip reading;
 - f. transcript of the oral entrance examination assignment displayed on a screen in real time;
 - g. extending the period of time available to an applicant in accordance with a statistically average performance of applicants with a given disability.
4. Admission procedure variants which satisfy both universal design and reasonable individual adjustment requirements are developed by the **Teiresias Centre** in cooperation with MU bodies and units tasked with the implementation of individual admission procedures. Following mutual agreement, the **Teiresias Centre** provides the relevant bodies and units with corresponding admission procedure variants from preceding years in case access to such assignments is part of the standard offer.
 5. An applicant with undisputed study potential who could not be admitted due to his/her inability to handle the necessary communication technologies may be admitted to an MU lifelong learning programme for persons with special needs which will teach him/her to handle such technologies. An admitted applicant whose limited knowledge of the necessary communication technologies does not enable him/her to make use of essential services may be offered enrolment in a course designed to teach him/her to handle such technologies as part of his/her studies at MU.

Section 12

Accessible teaching and learning design for persons with special needs

1. The rights and obligations of students with special needs, university bodies and constituent parts and the **Teiresias Centre** associated with the organization of teaching are specified by the Directive on the Studies of Persons with Special Needs at Masaryk University.
2. Special needs in the case of students with no customized study plan include educational and psychological counselling and an anticipated study plan. The **Teiresias Centre** provides the relevant information to a person with special needs no later than one week prior to the beginning of instruction as long as the circumstances necessary for the preparation of such a plan were known in due time. The plan includes namely the following:
 - a. list of courses recommended for enrolment in a given semester, including the total workload corresponding to a given disability and **Teiresias Centre** capacity;
 - b. range of literature associated with the recommended courses and provided by the **Teiresias Centre**, including document format and scheduling information;
 - c. range of sign language interpreting and spoken language transcription services, including the person responsible for rendering such services;
 - d. range of note-taking services provided:

- full record⁵;
- summary⁶;

wherein in justified cases one records service type (but never both simultaneously) may be combined with sign language interpreting and spoken language transcription services, including the person responsible for rendering such services;

- e. method of spatial orientation training, including the person responsible for rendering such services;
 - f. range of teaching or personal assistance, including the person(s) responsible for rendering such services;
 - g. technical and organizational modifications to teaching, tests and written examinations;
 - h. preferential course and seminar group enrolment in justified cases (associated with teaching and personal assistance or other measures required by the health of the person with special needs), including the right to cancel course enrolment up to two weeks after the period designated for changes to course enrolment in a given semester;
 - i. preferential examination date registration (associated with teaching and personal assistance);
 - j. range and manner of organization of individual instruction, in case its scope and schedule correspond to the standard manner of studies in a given subject and in case it comprises a recognized requirement, e.g.:
 - practical training in the area of assistive technologies, provided by the **Teiresias Centre** Special IT Section, in case a person with special needs lacks the necessary experience with such technologies required for the performance of specific tasks;
 - practical training for persons with learning disabilities.
3. In addition to services listed in [subsection 3 of this section](#), a customized study plan may also include services which require an exception to the MU Study and Examination Regulations (see [section 5 of the Directive](#) on the Studies of Persons with Special Needs), especially individual instruction using assistive technologies and alternative communication and teaching procedures, e.g.:
- language education for persons with special needs, organized by the **Teiresias Centre** Studies Section in collaboration with the MU Language Centre and, in the case of hearing impaired persons, carried out in accordance with the methodological instruction on the Organization of Language Education for the Hearing Impaired;
 - mathematical and computer science education for persons with special needs, organized by the **Teiresias Centre** Studies Section in

⁵ A full record is intended for self-study and is developed either from a recorded transcription (see section 4, subsection 11 of this Directive) by eliminating typographical errors and apparent mistakes made by a speaker, reducing passages unrelated to the subject matter and comparing the text with other available sources or directly in a classroom setting following a request lodged by the **Teiresias Centre**.

⁶ A summary is designed to help students understand key information and is developed either from a full record by excluding passages available from other sources or directly in a classroom setting following a request lodged by the **Teiresias Centre**.

- collaboration with the Institute of Mathematics of the Faculty of Science and various units of the Faculty of Informatics;
 - sports education of persons with special needs, organized by the **Teiresias Centre** Studies Section in collaboration with the University Sport Centre and the Faculty of Sports Studies.
 - professional placements for persons with special needs.
- 4. Individual instruction is jointly provided by the **Teiresias Centre** Studies Section and the course teacher or supervisor in accordance with the provisions of [section 5, subsection 3 and section 6, subsection 5](#) of the Directive on the Studies of Persons with Special Needs. In case individual instruction cannot be provided by the course teacher or a designed instructor or assistant, a different teacher – suggested by the **Teiresias Centre** Studies Section and approved by the original teacher – may be selected in case he/she meets the necessary professional and pedagogical requirements. A teacher tasked with individual instruction proposes a procedure employing all available assistive technologies and alternative teaching methods and taking into account the individual's functional diagnosis in order to ensure the greatest possible measure of professionalism and independence for the person with special needs in the area of prerequisite course activities.
- 5. Records made in accordance with the provisions of [subsection 11 of this section](#) must include information regarding a person's general disability type and granted special needs in accordance with [section 1, subsection 7 of this Directive](#) in order to provide authorized persons with the following information:
 - a. presence of persons providing teaching, communication and technical assistance in regular teaching sessions attended by a person with special needs (e.g. translator, transcriber, teaching assistant to the teacher, teaching assistant to the student, etc., hereinafter referred to as classroom assistant);
 - b. individual instruction in the case of persons with special needs, teachers providing such instruction with the approval of teachers or guarantors of standard courses, and the presence of assistants in individual instruction;
 - c. full extent of individual instruction, including schedules and individual examination dates
 - d. required study documents in a common format for use by teachers or guarantors of standard courses, teachers involved in individual instruction and teaching assistants;
 - e. required study documents in a specific format for use by teachers or guarantors involved in regular instruction, teachers involved in individual instruction and teaching assistants;
 - f. organizational guidelines designed for persons with special needs, their teachers and teaching assistants.

Section 13

Accessibility of written documents and other educational materials

1. The accessibility of written documents and other teaching and learning materials at MU is governed by the provisions of [section 7 of this Directive](#) , as appropriate.
2. In order to ensure universal design or provide for the reasonable individual adjustment of a course, information regarding online and/or desktop applications used in the classroom or in any part of the learning environment (e.g. e-learning systems

outside of the MU Information System, online environments, MU and third party web-based and/or desktop applications, etc.) must be made available. In case such information is omitted from the course syllabus, the course teacher is required to provide the missing information to the **Teiresias Centre** Library and Publishing Section, on request, prior to the beginning of the semester.

3. Designated **Teiresias Centre** employees, working in cooperation with the course teacher, are responsible for providing access to essential study materials unless access to such materials has been ensured by other entities:
 - a. assessing the extent of adaptation necessary for providing access to the study materials;
 - b. selecting the appropriate publication format:
 - visual printing and Braille embossing, including tactile graphics,
 - electronic document or digital audio recording combined with a physical copy containing tactile graphics,
 - digital video recording including a sign language translation;
 - hybrid book combining several layers of the above mentioned technologies, mutually synchronized in order to facilitate switching between individual components;
 - electronic presentation available to persons with special needs on a tablet or personal communication device with customizable magnification;
 - when working with web-based or desktop applications, a different application accessible to persons with special needs may be designated if approved by the teacher;
 - c. implementing formal adjustments necessary for providing access to the study materials;
 - d. storing and administering accessible materials in such a way as to make them available to persons with special needs as well as to teachers, unless precluded by section 38 of the [Copyright Act](#).
4. Designated **Teiresias Centre** employees have the right to access relevant teaching and learning environments (e.g. e-learning systems) as well as utility systems (e.g. document repositories) in order to:
 - a. collect information associated with courses registered by students with special needs;
 - b. retrieve documents for the purpose of making them accessible.
5. In accordance with [section 12, subsections 2](#) and [5 of this Directive](#), IS MU administrators and the **Teiresias Centre** are jointly tasked with the efficient and – inasmuch as possible – automated monitoring of:
 - a. issues raised by teachers regarding course literature;
 - b. documents placed by teachers in the Study Materials depositoryin the case of courses registered by persons with special needs.
6. Masaryk University Press and faculty publishing centres are responsible for submitting mandatory electronic copies of works published at MU to the **Teiresias Centre** Library for archival.
7. MU libraries work together with the **Teiresias Centre** in order to help retrieve physical and electronic study materials for the purpose of making them accessible.

Section 14

Interpreting and speech-to-text reporting issues in teaching and study assessment

1. Communication between hearing impaired and hearing persons taking place during the course of teaching at MU is subject to procedures set out in [section 8 of this Directive](#), implemented as appropriate.
2. In the case of instruction and educational events known beforehand to be attended by both hearing and hearing impaired persons in accordance with [section 12, subsections 7 and 9 of this Directive](#), an interpreter or transcriber is provided without requesting such services from an interpretation manager or transcription manager, unless both parties have agreed not to require interpreting or transcription services.
3. In case a course included in the IS is listed as being taught in Czech Sign Language and knowledge of Czech Sign Language is listed as a prerequisite for registration, no interpreting or transcription services are provided. Interpreting or transcription services are likewise not required at educational events – including examinations – attended exclusively by sign language users.
4. In the case of instruction and educational events held irregularly or occasionally, sign language interpretation may be requested from an interpretation manager and transcription services from an **Teiresias Centre** transcription manager; the request may be submitted by either the hearing or hearing impaired party, no less than five working days prior to an event.
5. The interpreting of an expert lecture requires a substantial amount of preparation on the part of the interpreter and/or transcriber, including the studying of written documents and other materials associated with the communication. Such materials must be submitted to the **Teiresias Centre** in advance by the party responsible for organizing the event which calls for interpreting and transcription services no less than two working days prior to the event, or – in the case of final examinations and habilitation procedures – no less than one month prior to the event. In the event that an interpreter or transcriber is unable to study the terminology required for an expert communication in advance due to a lack of written documents on the subject, both parties are required to point out any obstacles arising from this situation. In case such documents exist but are withheld from the interpreter or transcriber by the communicating parties, the interpreter or transcriber retains the right to refuse further involvement in the assignment.
6. In the case of final examinations, the interpretation manager or transcription manager is tasked with ensuring that the examination is interpreted or transcribed by the same person who provided interpreting or transcription services during the course of instruction in a relevant course of field of study. Interpreting may not be used in place of transcription or vice versa; the communication method used in the case of final examinations must not differ from that which was used during the course of instruction.
7. An interpreter or transcriber may only accurately and clearly interpret or transcribe one source of information at a time, e.g. a speaker or a video projection.
8. An interpreter or transcriber may refuse to provide interpreting or transcription services in the case of repeated inappropriate behaviour on the part of one of the parties or in case the purpose of the communication is in unresolvable conflict with his/her ethical or religious beliefs.

9. In the case of instruction and educational events attended by hearing impaired persons which are held outside of MU facilities and include transportation, catering, accommodation and other support services, the **Teiresias Centre** is responsible for reimbursing the organizing economic unit for costs associated with the stay of an interpreter or transcriber; however, the provision of such services is the purview of persons responsible for the organization of the event at which interpreting or transcription services are provided.

Section 15

Evaluating the course of studies in the case of persons with special needs

1. The evaluation of the course of studies is carried out in accordance with section 7 of the Directive on the Studies of Persons with Special Needs and in adherence to the MU Study and Examination Regulations to the greatest possible extent, unless such a procedure is contrary to the special requirements of the individual.
2. A teacher, informed of the presence of persons with special needs in course instruction via the IS in accordance with [section 5, subsection 3 and section 6, subsection 5 of the Directive on the Studies of Persons with Special Needs](#), shall provide the **Teiresias Centre** Studies Section with information regarding all tests, final tests and other tasks which form the basis for the allocation of a credit, graded credit or colloquium as well as all examination dates registered by persons with special needs, unless an explicit agreement delegating the provision of such information to the student is in existence. The teacher – or student, respectively – is required to provide such information in advance, taking into account the task and special requirement he/she was informed of at the beginning of the semester; a period of no less than five working days is required unless a different period was negotiated at the beginning of the semester.
3. The **Teiresias Centre** Studies Section works with the teacher to develop organizational and technological steps required of persons with special needs in view of their functional diagnosis with respect to solving tasks required for evaluation purposes. The resulting arrangement must respect the following principles:
 - a. a person with special needs is entitled to use assistive technologies necessary for solving a given task in accordance with an established functional diagnosis;
 - b. a person with special needs is required to use assistive technologies mentioned in [letter a\) of this subsection](#) in a way which ensures that such technologies are not used to access information unavailable in a standard setting; should it become necessary to make use of assistive technologies provided by the **Teiresias Centre** in place of his/her own, he/she is required to do so, provided that the functionality of the user environment, which forms part of the requirement and a necessary precondition for performing the required task, is not altered in any way;
 - c. a test or examination originally assigned in written form must remain in written form and is assigned in a language designated for the test or examination by the teacher; however, the technological aspects of the writing process may be altered;
 - d. a test or examination originally assigned in written form may be executed in Czech Sign Language or other sign language in the case of persons who are

- users of sign language in case the course teacher, likewise a sign language user, grants approval and as long as the digital sign language recording complies with all formal and content criteria required of written documents in a given field and unless the test or examination is designed to verify skills associated with completing a written work;
- e. a test or examination originally assigned in oral form must remain in oral form, although the technological aspects of the communication process may be altered:
 - hearing impaired Czech Sign Language users may use Czech Sign Language unless the oral examination is designed to verify spoken language skills; in such cases, Czech Sign Language may be utilized either directly, in case the teacher and all persons present at the examination are Czech Sign Language users, or through an interpreter;
 - persons who are not users of Czech Sign Language and who cannot be assumed to produce generally intelligible speech utilize a public chat (real-time written communication) in place of an oral examination;
 - hearing impaired Czech Sign Language users utilize a public chat (real-time written communication) in place of an oral examination in case the examination is designed to verify spoken language skills;
 - persons with speech disorders of speech utilize a public chat in place of an oral examination.
 - f. none of the standard parts of a test or examination may be omitted;
 - g. in case selected parts of a test or examination are modified in view of a functional diagnosis, modifying technological procedures and available time is always preferable as long as the original content and scope of the test or examination is kept intact;
 - h. the total amount of time available must not exceed twice the standard time available for a test or examination; time for breaks associated with personal hygiene or assistive care is deducted from the total amount of time available and the **Teiresias Centre** is responsible for ensuring that the incorporation of such breaks in the course of a test or examination does not violate rules established by the teacher;
 - i. test or examination assessment reflects substantive results and the factual correctness of a chosen procedure, if applicable; the technological or psychological demands imposed by the customization of the procedure are never part of the assessment.
4. The examiner reserves the right to request written confirmation from all **Teiresias Centre** employees familiar with a test or examination assignment which declares their awareness of rules established by the teacher with respect to the treatment of provided information, the required degree of confidentiality and penalties applicable to a breach of the established rules.
 5. The test or examination may be relocated from a standard examination room to an **Teiresias Centre** facility in the following cases:
 - a. a standard examination room fails to meet the technological or organizational aspects of a special requirement, including personal assistance and personal hygiene, during the course of the test or examination;

- b. the extended time period allocated for the test or examination does not allow for undisturbed work due to persons working in a standard time period completing their work in the immediate vicinity and/or changes of venue taking place during the course of the test or examination.
- 6. In case a test or examination is held in an **Teiresias Centre** facility, the following may be requested by the teacher with respect to assignment confidentiality:
 - a. the start of a test or examination assigned to a person with special needs must coincide with the start of the standard test or examination assignment;
 - b. the assignment and entire test or examination must be conducted by or carried out in the presence of the teacher or a person designated by the teacher;
 - c. in case the teacher or a person designated by the teacher is not present during the execution of the test or examination, the results thereof must be delivered to the teacher or person designated by the teacher within a period of time and in a manner determined by the teacher.
- 7. In the case of persons with special needs participating in individual instruction, assessment – including the assignment of tests or examinations – may be delegated to the person responsible for individual instruction.
- 8. The execution of a test or examination is recorded in an examination protocol by the **Teiresias Centre** Studies Section; the protocol includes a description of the utilized technological procedures, allocated time period and list of persons attending the test or examination as well as any circumstances which could have influenced the course of the test or examination and could thus be subject to a dispute between a person with special needs and MU.
- 9. Objections regarding the manner in which a test or examination was held may be raised by a person with special needs within a period of three days, namely with:
 - a. the director of the Support Centre for Students with Special Needs in case the objection is associated with the fulfilment of a special requirement;
 - b. the vice-dean for studies of the relevant faculty in all other cases.

The **Teiresias Centre**, all relevant teachers, the vice-dean for studies and the faculty office for studies, if applicable, inform each other of any such objections and of the manner in which they were resolved.

Section 16

State examinations, graduation ceremonies and habilitation procedures involving persons with special needs

- 1. Bachelor's state examinations, Master's state examinations, advanced Master's state examinations, doctoral state examinations (hereinafter referred to as state examinations), graduation ceremonies and habilitation procedures of persons with special needs are governed by the provisions of [section 4](#) and [section 12 of this Directive](#), as appropriate.
- 2. In the case of persons with special needs, the vice-dean for studies or another designated vice-dean, degree programme or field of study guarantor or other authorised person (hereinafter referred to as authorised person) is responsible for informing the **Teiresias Centre** Studies Section of state examination and graduation ceremony terms in advance, taking into account the task and special requirement; a

period of no less than two weeks is required unless a different period was negotiated at the beginning of the semester.

3. Bachelor's, Master's, advanced Master's, doctoral and habilitation thesis must meet all formal requirements prescribed for a given thesis type and must be the result of scholarship performed independently by a person with special needs; the following provisions also apply:
 - a. employing the services of an assistant in order to address formal aspects of the work which the author is demonstrably unable to resolve due to his/her functional diagnosis even after selecting the appropriate assistive technologies does not constitute a violation of independent scholarship;
 - b. an inspection of the formal correctness of written language (i.e. proofreading) in the case of sign language users does not constitute a violation of independent scholarship unless the correctness of written language itself constitutes the subject of the defence;
 - c. with the approval of the degree programme or field of study guarantor, the work may be submitted in Czech Sign Language or other sign language as long as the supervisor and reviewer are both sign language users and in case the digital sign language recording meets all formal and content-related requirements designated for the thesis type in question; in such cases, the list of sources, links to these sources and thesis summary must be submitted in Czech or in English.
4. The **Teiresias Centre** Studies Section works with the designated person to develop organizational and technological steps required of persons with special needs in view of their functional diagnosis with respect to the completion of a state examination including a Bachelor's, Master's, advanced Master's, doctoral or habilitation thesis defence. The agreement must first and foremost respect principles set out in [section 15](#), subsections 5 to 9 of this Directive and may further include:
 - a. the composition of the state examination board in the case of a person with special needs, set up in such a way as to include persons with both the necessary qualifications and a knowledge of assistive or alternative technologies required – in view of the functional diagnosis of the person with special needs – for his/her passing of the state examination, persons who are users of sign language or other communication procedures employed by the person with special needs in view of his/her functional diagnosis, etc.;
 - b. the organizational, technical and communication principles required for the independent delivery of a presentation which forms part of the Bachelor's, Master's, advanced Master's, doctoral or habilitation thesis defence; only in well-founded cases is it permissible that:
 - a person with impaired hearing or communication disability who is not a sign language user and who cannot be assumed to produce generally intelligible speech prepares the presentation in the form of an audiovisual document which includes a verbal presentation component; in this case, a declaration confirming this verbal component to be exclusively the work of the author must be attached and a public chat (real-time written communication) format is utilized for all presentation-related discussion;

- a person with limited mobility or other disability employs the services of a personal assistant in order to deliver his/her presentation.
5. Objections regarding the manner in which state examination or habilitation procedure was held may be raised by a person with special needs within a period of three days with the dean of the relevant faculty, who abides by the position of the director of the Support Centre for Students with Special Needs in case the objection is associated with the fulfilment of a special requirement.

Section 17

Accessibility of student mobility programmes and teaching and research exchange programmes in the case of persons with special needs

1. The **Teiresias Centre** provides counselling services for persons with special needs interested in attending student, researcher or teacher exchange programmes or conferences, seminars or workshops at other Czech, European and other international universities and institutions (hereinafter referred to as internal applicants), and for persons with special requirements from other Czech, European and other international universities and institutions interested in attending student, researcher or teacher exchange programmes or conferences, seminars or workshops at MU (hereinafter referred to as external applicants), in collaboration with the Office for International Studies, faculty offices for studies and mobility coordinators in the case of international exchange programmes.
2. The **Teiresias Centre** Studies Section must be informed of external applicants by the Office for International Studies, faculty office for studies or mobility coordinator or a senior employee of the unit addressed by an external applicant with respect to his/her planned placement at MU as soon as it becomes apparent that the applicant is a person with special requirements. The **Teiresias Centre** Studies Section proceed in accordance with the provisions of section 11 of this Directive, as appropriate, acquiring in particular the applicant's functional diagnosis and deciding whether he/she is to be considered a person with special needs for the duration of his/her placement at MU. External applicants classified as persons with special needs are subject to the provisions of sections 12 to 15 of this Directive, as appropriate.
3. Internal applicants are required to inform the **Teiresias Centre** Studies Section in advance, unless the necessary information is provided by the outgoing applicant's unit head. In the case of long-term international placements, the recommended period for providing such information is one year prior to the placement.
4. The **Teiresias Centre** Studies Section subsequently analyses the accessibility of the Czech or international institution considered by an outgoing internal candidate, assessing the conditions in accordance with the provisions of [section 4](#) and [section 9 of this Directive](#), taking into account specific circumstances which may arise from the fact that the evaluated services are not provided by MU.
5. Following a request lodged by an internal candidate or his/her home unit, the **Teiresias Centre** may provide a qualified estimate of costs associated with the provision of services to persons with special needs at a Czech or international institution considered by the outgoing internal candidate.
6. In exceptional cases, on request and with the consent of the director of the Support Centre for Students with Special Needs, the **Teiresias Centre** may function as a

service provider for internal candidates at institutions other than MU in case a placement at such an institution forms a compulsory part of the curriculum or the work of a person with special needs or in case an agreement regarding the funding of such services is reached.

7. In the case of external applicants, the director of the Support Centre for Students with Special Needs is authorized to request payment for translation or transcription services, unless these constitute increased educational expenses as defined by [section 1, subsection 15 of this Directive](#) or in case their provision was instigated by MU in the course of pursuing the university's objectives.

Section 18

Accessibility of lifelong learning and commercial educational activities

1. Persons with special needs may participate in the following at MU:
 - a. lifelong learning in an accredited programme whose design, content and implementation is organized by individual MU faculties; the **Teiresias Centre** ensures accessibility to such programmes for persons with special needs;
 - b. lifelong learning whose design, content and implementation is organized by the **Teiresias Centre**.
2. The implementation of lifelong learning at MU faculties is governed by the MU Lifelong Learning Regulations; the **Teiresias Centre** is tasked with providing persons with special needs with access to lifelong learning programmes and courses.
3. In cases listed in subsection 2 of this section and in the case of commercial activities organized by individual MU economic units, the director of the Support Centre for Students with Special Needs is authorized to request payment for services rendered, unless these constitute increased educational expenses as defined by [section 1, subsection 15 of this Directive](#) and MU does not have sufficient funds to cover such expenses.
4. The MU lifelong learning application form must be designed so as to accommodate the special requirements of each applicant.
5. The office for studies of a relevant faculty is tasked with ensuring that applications submitted by persons with special requirements applying for lifelong learning through the MU Shopping Centre or using printed application forms are immediately made available to the **Teiresias Centre** Studies Section, including general applicant data (registration date, payment terms, etc.).
6. The **Teiresias Centre** Studies Section proceeds in accordance with the provisions of section 11 of this Directive, as appropriate, acquiring in particular the applicant's functional diagnosis. Applicants classified as persons with special needs are subject to the provisions of sections 12 to 15 of this Directive, as appropriate.
7. The **Teiresias Centre** offers professionally-oriented lifelong learning programmes for persons with special needs – such as foreign language courses, computer technology and assistive technology courses – free of charge or for a designated fee. Lifelong learning terms and conditions are available on the **Teiresias Centre** website; the **Teiresias Centre** is responsible for their accessibility in accordance with the provisions of [section 4](#) and [section 9 of this Directive](#).
8. A list of lifelong learning courses offered by the **Teiresias Centre**, including all applicable fees, must be published no later than two months prior to the beginning of instruction. Information regarding the beginning and end of instruction in lifelong

learning courses organized by the **Teiresias Centre** is announced by the **Teiresias Centre** director no later than two months prior to the beginning of instruction and published on the **Teiresias Centre** website in advance.

9. Certificates attesting to the completion of a lifelong learning programme organized by the **Teiresias Centre** are issued to participants on request.

Part IV **Concluding Provisions**

Section 19 **Interpretation**

The interpretation of this directive is the purview of vice-rectors whose areas of competence are affected by this directive and whose subsequent actions are methodologically coordinated with the director of the Support Centre for Students with Special Needs.

Section 20 **Application and effect**

1. Rector's Directive No. 3/2002 on the Accessibility of Printed Materials to Students with Special Needs is hereby abolished.
2. This directive enters into force on 1 September 2014.