



## **RULES ON SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES/SPECIAL EDUCATIONAL NEEDS**

### **1. Preamble**

The Inclusion Center for Persons with Disabilities at the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca is subordinated to the Department of Transversal Competences, subordinated to the Academic Vice-rector. The Inclusion Center acts as a consultative structure regarding issues related to the inclusion of students with disabilities/special educational needs, such as: inclusion strategy, evaluation of accessibility for the physical and informational environment, specific educational adaptations.

### **2. Purpose of the activity of the Inclusion Center for Persons with Disabilities, USAMV CN**

The activity of the Inclusion Center for Persons with Disabilities of USAMV CN, is aimed towards ensuring an accessible, inclusive and supportive university environment for all students, by eliminating physical, informational and attitude barriers, providing personalized resources and services to facilitate the active and full participation of students with disabilities in the academic and social life of the university.

### **3. Legislative and normative background**

-Higher Education Law no. 199/2023;

-Norms on the accessibility of higher education for people with disabilities, approved by O.M. no. 4481/22.05.2024, published in the Official Gazette no. 496/29.05.2024;

-Rules of organization and functioning of the Inclusion Centre for Persons with Disabilities of USAMV CN - Decision of the Administrative Board No. 16759/15.07.2024.

### **4. Categories of beneficiaries of educational support services**

In accordance with the Norms on the accessibility of higher education for people with disabilities, approved by O.M. no. 4481/22.05.2024, published in the Official Gazette no. 496/29.05.2024, the services of the Inclusion Center for People with Disabilities of USAMV CN are addressed to the following categories of students:

- a) **persons with disabilities** - persons who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others;
- b) **persons with special educational needs** - persons with educational needs additional / complementary to the general objectives of education, characterized by a particular impairment or learning disability / learning disability;

### **5. Accessing educational support services**

#### **5.1. Information on the availability of educational support services**

Students can get information about the educational support services offered by the Inclusion Center for Persons with Disabilities, USAMV CN, by accessing the website <https://www.usamvcluj.ro/centrul-de-inclusion-for-persons-with-disabilities/>, at the secretariat of the faculty they are enrolled in or at the Inclusion Center for Persons with Disabilities, USAMV CN, located in the DPPD building, ground floor.

#### **5.2. Scheduling an initial discussion**

In order to initiate the process of accessing support services, students can contact the Inclusion Center for Persons with Disabilities, USAMV CN by e-mail at: *inclusioncenter@usamvcluj.ro* or by phone at: 0374492010, ext. 289. A member of the Inclusion Center will schedule an initial meeting (online or in person) with the requesting student to discuss the student's educational needs.

### **5.3. Assessment of educational support needs and allocation of a case manager**

During the initial meeting with a member of the Inclusion Center, the student will present medical documentation relevant to the request for educational support services. It is required that the applicant submit documentation endorsed by the issuing specialist (signature and initial). The following categories are considered as relevant documents, the list is not exhaustive:

- medical certificate/medical letter, issued by a medical specialist, attesting to the existence of a disability or a chronic medical condition that may affect the student's academic activity;
- disability certificate;
- psychological evaluation report of the student, drawn up and endorsed by a psychologist, which attests to the existence of cognitive or psychological difficulties or learning disabilities;

The Inclusion Center ensures the confidentiality of the documents provided by the applicant, which are used internally in order to decide on the application and to manage the case.

The student will fill out a written request form requesting educational support services through the Inclusion Center for Persons with Disabilities, USAMV CN (*APPENDIX 1*) and the consent form for the processing of personal data (*APPENDIX 2*). The two documents, together with the medical documentation, will be handed (or e-mailed) to the member responsible for the initial appointment.

The Center of Inclusion for Persons with Disabilities has the following members:

Center Director: Assoc. prof. dr. Crișan Alina Narcisa

Members: Lector univ. dr. Lucaci Adela-Simina

Asist. dr. Călugăr Alexandra

Asist. Dezmirean Mara-Grația, PhD student

The members of the Inclusion Center for Persons with Disabilities will review the application and documentation submitted by the student. Cases will be assigned to a responsible member based on the following cumulative criteria:

- the nature of the disability and the specific educational needs of the student: cases will be assigned to team members who have the appropriate expertise to manage the specific case;
- the current caseload that each member handles;

### **5.4. Developing the individualized educational support plan**

Based on the educational support needs assessment, the case manager will draft an individualized support plan, which will include *recommendations for educational support measures*. The educational support plan will be discussed with the requesting student. A copy of the plan agreed by the student will be sent (by e-mail or in physical format, as appropriate) to the departments involved in the implementation of the measures set out in the plan. Communication will be established with one of the following parties in order to forward the educational support plan:

- the secretariat of the faculty where the student is enrolled;
- year tutor;
- the management of the faculty where the student is enrolled;

Measures set out in the individualized educational support plan, submitted to the departments involved in implementation, may include:

#### **a. Adaptations of learning materials**

- Providing course materials in advance;
- Development and provision of adapted learning materials, including, for example: key concepts of the topics covered, summarized presentations of the content, graphs/diagrams/pictures suggestive of the topics discussed;
- Providing materials in electronic format that are compatible with screen readers;
- Adapt the language used in the materials to be more accessible for students with cognitive difficulties;

### **b. Adapted teaching-learning-assessment methods**

- Adapt the teaching method to the specific special educational needs of the student;
- Using mind maps, diagrams and pictures in teaching to illustrate key concepts;
- Involving student volunteers in mentoring or assisting roles to support students with special educational needs;
- Providing additional materials such as study guides, audio recordings of courses, online lessons, etc.;
- Integrating the personal interests of students with disabilities into the teaching-learning process to stimulate motivation and involvement;
- Providing work tasks tailored to the student's ability, allowing them to experience success in learning, to boost confidence in their ability to learn and succeed academically;
- Formulate clearly and in as condensed a format as possible the tasks/instructions, questions to be answered by the student/exam topics;
- Allowing extra time to complete work tasks under time pressure in the context of exams/assessments;
- Provide rest breaks where possible during activities and assessments to prevent mental fatigue;
- Allow access by laptop, tablet, or other technological means to complete semester assessments/exams (e.g., for students with writing disabilities) and provide student access to a laptop/tablet power source in the room where the assessment is being given;

### **c. Adaptations to the physical environment**

- Access ramps;
- Adjustable benches;
- Priority seating in the lecture room: e.g. for students with hearing/vision difficulties, seats at the front can be reserved;

The individualized educational support plan may also include educational support activities carried out by the case manager (member of the Inclusion Center), such as:

- Educational consultancy: recommending learning methods, helping the student to organize time efficiently and set academic priorities, suggesting exercises that can improve attention/memory, recommending strategies for exam preparation, discussing the effectiveness of recommended strategies and methods, etc.

The maximum number of educational support sessions that each member of the Inclusion Center will conduct with a requesting student may vary depending on a number of factors, such as the complexity of the student's individual educational needs, the type of support provided, the current caseload assigned to the responsible person, the student's progress, etc. Each member of the Inclusion Center will conduct an estimated 2-4 sessions/semester with a requesting student, depending on the above conditions. In situations where the student is experiencing academic difficulty, center members may provide additional sessions.

- Dissemination of information on available resources: informing the student about university services and resources available for additional support (e.g. psychological counseling service, career counseling and guidance service, etc.).
- Emotional support for adaptation to the university environment: active listening to the student's problems and concerns, empathic attitude, guidance;

## **6. Case monitoring**

If necessary, the case manager will conduct a follow-up session with the student requesting educational support services in order to adjust the support plan according to the evolution of specific educational needs.

## **7. Feedback on the quality of educational support services**

Students will be encouraged to provide feedback (via a questionnaire) on the quality of support services received. The feedback will be used to constantly improve the services provided by the Inclusion Center for Persons with Disabilities, USAMV CN.



## 8 Renewal of application for access to educational support services

If the student wishes to continue accessing educational support services in the following academic year, the application must be renewed within the first two weeks of the start of the new academic year.

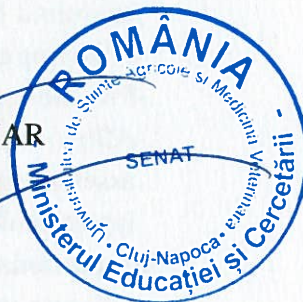
## 9. Final remarks

The Inclusion Center for Persons with Disabilities within the University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca aims to contribute to providing personalized educational support to each student applicant, with the aim of facilitating their integration into the academic environment and supporting their academic progress.

These Rules on providing support services to students with disabilities / special educational needs were approved in the meeting of the Administrative Board of USAMV Cluj-Napoca on 06.02.2025 and in the meeting of the Senate of USAMV Cluj-Napoca on 21.02.2025.

  
**RECTOR**  
Prof. dr. Cornel CĂTOI  
  
**VISAT Legal Office,**  
Legal Adviser, Silvia MIHALI  


**SENATE PRESIDENT**  
Prof. dr. Dan Cristian VODNAR  

To the Inclusion Center for Persons with Disabilities, USAMV Cluj-Napoca

### APPLICATION FOR ACCESS TO EDUCATIONAL SUPPORT SERVICES

I, the undersigned ....., student at the Faculty ....., study programme ....., year ....., address this request in order to access the educational support services offered by the Inclusion Center for Persons with Disabilities, USAMV CN.

I hereby request the following educational support measures:

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I attach to this application the relevant documents supporting my request (please mention the documents):

.....  
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.....

Date: .....

Name and signature: .....

Contact date .....

**AGREEMENT ON THE PROCESSING OF PERSONAL DATA**

I, the undersigned ....., student at the Faculty ....., study program ....., year ....., hereby consent to the use and processing of my personal data by the *Inclusion Center for Persons with Disabilities, USAMV CN*, for the purpose of carrying out specific activities, in compliance with the legal provisions.

I have been informed that the data provided will be treated confidentially, in accordance with the provisions of Directive 95/46/EC on the protection of individuals with regard to the processing of personal data and on the free movement of such data, transposed by Law no. 677/2001 on the protection of individuals with regard to the processing of personal data and on the free movement of such data, as amended and supplemented, and with the provisions of Directive 2002/58/EC on the processing of personal data.

Date .....

Signature .....