

Academic adjustments guide for students with impairments

(Specifically for students with mental and chronic
illnesses)

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www.uni-passau.de/en/disabilities

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“Nothing is so unequal as the equal treatment of unequals.”

Paul F. Brandwein

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(specifically for students with mental and chronic illnesses)

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1. Introduction

We have prepared this guide to inform you about the academic adjustments available and the eligibility requirements that must be met for such academic adjustments. The purpose of such arrangements is not to relax the examination requirements in their substance but to **ensure equal course and assessment conditions for all**. The implementation of academic adjustments must not affect the grading of coursework and assessments and may not be recorded in academic transcripts or certificates.

Why provide such information?

According to the most recent 21st Social Survey conducted by the German National Association for Student Affairs and published in 2016, eleven percent of students have health impairments that make studying difficult. More than half (53%) have mental illnesses. Among the students with conditions that make it difficult for them to succeed in their studies, twenty percent have chronic-somatic illnesses, six percent have other long-term illnesses and impairments, four percent have motor impairments, another four percent have partial cognitive disorders such as dyslexia and three percent, respectively, have hearing, speech and visual impairments. Ninety-six percent indicate that their impairment is not immediately obvious to other people.¹

Less than a third (29%) of students with impairments have requested academic adjustments at least once. Many forgo academic adjustments because the eligibility requirements are unclear to them, they are reluctant to reveal their illness to the persons in charge or because they do not wish to ask for any “special treatment”.²

During their studies, these students frequently struggle with the limitations imposed by a disability or illness. To compensate for the limited scope of manoeuvre in organising study programmes and adjusting exam conditions, individual academic adjustments sometimes become necessary.

¹ Summary of the key results of the 21st Social Survey: Jonas Poskowsky, Sonja Heißenberg, Sarah Zaussinger, Julia Brenner (ed. Deutsches Studentenwerk [DSW]), beeinträchtigt studieren – best2. Datenerhebung zur Situation Studierender mit Behinderung und chronischer Krankheit 2016/17, Berlin 2018, p. 3f. www.studentenwerke.de/sites/default/files/beeintraehtigt_studieren_2016_barrierefrei.pdf

² *ibid*, p. 10

2. Legal basis

Academic adjustments derive from the principle of equal opportunity laid down in Articles 3(1) and 12(1) Grundgesetz (basic law). The ban on discrimination is incorporated in sentence 2 of Article 3(3) Grundgesetz: “No person shall be disfavoured because of disability”.

In the second sentence of § 2(4), the Hochschulrahmengesetz (HRG; higher education framework act) provides: “Universities play a role in the social advancement of students; [...]. They ensure that disabled students are not disadvantaged in their studies and that the university's programmes can be used as best possible without the help of others.”

Accordingly, the examination regulations of the University of Passau provide that appropriate adjustments be made for students with disabilities or long-term serious or chronic illnesses to remove any disadvantage they face.

General information about academic adjustments

Academic adjustments implemented during a study programme are intended to offset the difficulties students experience during their studies and in exams due to an impairment. Such adjustments are put in place individually, informed by the specific situation of each student and are not one-fits-all solutions. The kind of adjustment implemented depends on the impact of the individual impairment, for instance, and on the degree subject for which the adjustment has been requested. Academic adjustments are not meant to give an advantage. The course objectives set forth in the study and examination regulations remain the same. Coursework may not be waived without compensation and grading standards must not be altered, for instance. “The academic adjustment shall [...] not overcompensate for impediments to an examination and thereby violate the equal opportunity rights of other candidates. The action taken for an academic adjustment shall be informed by the specific disability or the respective examination to be taken” (BayVGH [High Administrative Court of Bavaria], B.v. 28 June 2012 – 7 CE 12.1324- juris marginal note 25).

Who is entitled to apply for an academic adjustment?

According to the Sozialgesetzbuch (SGB, social code), persons with disabilities are “People with physical, mental, intellectual and sensory impairments which, in the interaction with attitudinal and environmental barriers, are highly likely to prevent them from participating in society on an equal basis for longer than six months” (§ 2(1) SGB IX).

This definition includes chronic and mental illnesses in the form of long-term or episodic conditions.

All students with a disability or chronic or mental illness who find themselves included in the definition set forth by Sozialgesetzbuch IX (social code, book IX) and whose health impairment makes it difficult to sit exams and study can apply for academic adjustments. As a rule, applicants must submit a medical certificate that states the disability or the chronic or mental illness.

As a general rule, the following applies:

Academic adjustments must not be granted if the individual's cognitive abilities are insufficient to achieve the level of problem-solving required in the examination, regardless of the exam setting, in other words, if the individual has a **cognitive deficit**.

If the person who is to sit the exam has adequate cognitive abilities but struggles with concentration issues on account of a disability or a chronic or mental illness, or also due to the intake of medication during therapy, then this person has a **cognitive impairment** and should be granted an academic adjustment.³

3. Examples of academic adjustments for coursework and assessments

When defining reasonable action for the purpose of removing disadvantages, the individual's specific impairment and its impact on the specific course and examination conditions must be duly considered. Broad sweeping specifications for academic adjustments in the case of specific illnesses are unacceptable. Decisions must always be based on the individual requirements of the specific case at hand.

This guide sets out the points to consider when determining possible academic adjustments in the case of selected disabilities or chronic and mental illnesses.

Possible adjustments that can be made:

- **Giving extra time** in the case of time-constrained coursework and assessments (e.g. written examinations, term paper and final paper)
- **Holding examinations in a separate room** with no more than twenty people (or fewer, in special cases) and a separate invigilator
- **Changing the examination method:** Having the student sit a written instead of an oral examination or vice-versa; individual instead of group examination⁴
- **Extending the study period**
- **Adapting the task presentation** (e.g. as regards font, font size or enlargement of the sheet for the written examination to DIN A3 size)
- **Reducing compulsory attendance in courses**

³ Ennuschat, Jörg (Hrsg. Deutsches Studentenwerk, Informations- und Beratungsstelle [IBS]), Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule. Rechtsgutachten, Berlin 2019, p. 106-112

https://www.studentenwerke.de/sites/default/files/2019-10-14_gutachten-nachteilsausgleiche-ennuschat-2019.pdf

⁴ The competencies to be assessed and/or the examinee's aptitude must be examined even if the examination format is changed. The lecturer's written opinion is required.

4. Selected impairments and possible related adjustments to the proposed examination format and examination setting

In the case of physical and sensory impairments, approval of academic adjustments is relatively straightforward. They will thus not be addressed separately below. In the case of mental illnesses, AD(H)D and non-visible impairments, however, academic adjustments are frequently denied without giving the individual case due consideration. In describing illnesses that are particularly widespread and identifying possible academic adjustments, we seek to create a new awareness for these and similar types of illnesses and ensure that academic adjustments become more readily available to the students affected.

4.1. Dyslexia

Around four percent of all humans have dyslexia (nowadays also referred to as a reading and writing disorder). Students with dyslexia have normal to high intelligence.

A person is deemed to have a reading and spelling disorder ([dyslexia](#)) when the pronounced and persistent impairment of a person's reading and spelling ability cannot be attributed solely to:

- developmental age,
- visual acuity problems,
- inadequate schooling,
- low intelligence.

People with [dyslexia](#) have a hard time understanding what they read and find it difficult to understand and read aloud written words. They often require more time to read and comprehend questions and problems and frequently take longer to write and make any corrections that become necessary because they process information differently.

A distinction can be made between dyslexia and an isolated spelling and/or reading disorder.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Term papers:** extra time for completion
- **Written examination:** extra working time, enlargement of the font used on the task sheet in specific justified cases (detailed justification required if in combination with extra writing time)

Supporting evidence: expert opinions written by psychiatry consultants, physicians specialised in child and adolescent psychiatry (up to the age of 18, in specific cases up to the age of 21 and older), licensed child and adolescent psychotherapists (up to the age of 21), therapists with validated experience in learning therapy or dyslexia or from practices for reading-spelling therapy⁵

⁵ For the University of Passau, the certificate can be issued by a psychologist from Vilshofen: Marta Terrón, Stadtplatz 18, 94474 Vilshofen a. d. Donau, phone: +49 8541 9758772, www.marta-terron.de)

4.2. Attention deficit hyperactivity disorder (AD(H)D)

ADHD is short for [attention deficit hyperactivity disorder](#). It is one of the most frequent psychiatric conditions to affect children and adolescents. Two to six percent of all children and adolescents are thought to have pathological attention deficits and motor agitation.

The problems that students with AD(H)D have, include:

- concentration deficits
- high distractibility
- they need a very long time to accomplish tasks

Because of the symptoms, students with AD(H)D usually find the demands of a degree programme to be a much bigger challenge and they need to put in much greater adaptive efforts than students without AD(H)D.⁶

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** separate room with no more than twenty people (or fewer, in special cases) to avoid any disruptive factors, provision of visual protection, extra working time (where appropriate)
- **Term papers and other written examinations:** extra time to complete the written assignment or other written examinations
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant

⁶ Ennuschat, Jörg (Hrsg. Deutsches Studentenwerk, Informations- und Beratungsstelle [IBS]), Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule. Rechtsgutachten, Berlin 2019, p. 110ff.

4.3. Autism spectrum disorder

Autism is a complex and pervasive neurodevelopmental disorder that is frequently diagnosed in the first three years of a child's life. People with autism often have difficulties interacting with others in a social setting and communicating. They usually need clearly defined structures. Some people with autism also have a hard time interpreting and recognising gestures and facial expressions, which makes any type of communication difficult. Furthermore, some of them have problems processing sensory input. They frequently take in the "full brunt" of the stimuli coming from their environment and are unable to filter out unimportant ones. This leads to a permanent sensory overload. They often have trouble with their fine motor skills and find it difficult to cope with stress. On account of these symptoms, academic adjustments in examinations may be necessary.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** separate room with no more than twenty people (or fewer, in special cases), possibly extra working time
- **Oral examination:** one-on-one examination, accompanying person, possibly extra examination time
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant

Further reading:

[Leitfäden Autismus \(autism guides, German content\)](#) published by Bundesverband zur Förderung von Menschen mit Autismus, autismus Deutschland e.V. (Federal Association for the Advancement of People with Autism)

4.4. Mental illness

The number of students with mental illness is constantly growing. Especially depression⁷ and anxiety disorders are on the rise.⁸ Mental illnesses usually occur in phases, where the initial onset is sometimes followed by long stable periods during which renewed episodes are likely to happen. In many cases, long-term medication is required to reduce the risk, and such medication may have significant side effects, including fatigue or concentration difficulties. This and long acute episodes may cause delays in a student's studies and make academic adjustments necessary during their studies.

4.4.1. Depression

Typical symptoms of a [depression](#) are depressed mood, loss of interest and pleasure in activities and increased fatigue. Further symptoms may include reduced attention and concentration, but also indecisiveness (inability to make even simple decisions), negative thoughts about the future, self-doubts or suicidal thoughts.

Physical symptoms may appear during a depression as well, including sleeping disorders, loss of appetite, weight loss, restlessness, vertigo or gastrointestinal complaints.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** separate room with no more than twenty people (or fewer, in special cases), possibly extra working time in justified exceptional cases
- **Term paper:** extra time for completion
- **Work placement:** adjusted conditions, including part-time, splitting
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant, or an expert opinion from a psychotherapist or a child and adolescent therapist (up to 21 years of age)

⁷ cf, particularly for students: Thomas G. Grobe, Susanne Steinmann, Joachim Szecsenyi, Hrsg. Barmer, Arztreport 2018, Schriftenreihe zur Gesundheitsanalyse, Band 7, Siegburg 2018, p. 8, 18-24

⁸ Pronova BKK (Hrsg.), Psychische Gesundheit in der Krise. Ergebnisse einer Befragung unter Psychiatern und Psychotherapeuten, November 2020, p. 16

4.4.2. Anxiety disorder

In [phobic disorders](#), anxiety is triggered exclusively or predominantly by clearly defined, apparently harmless situations. These situations are thus usually avoided or endured with dread: fear of leaving the house, of entering shops, of being in crowds or in public places, of travelling on one's own on the train or bus.

Exam psychosis (isolated exam anxiety)

In the case of what is known as “exam psychosis”, where the anxiety disorder relates exclusively to the exam situation, eligibility for academic adjustments depends on whether the disability or illness threshold has been exceeded. “Normal” exam nerves – something every examinee is more or less familiar with – cannot be redressed through academic adjustments.

In the case of a generalised anxiety disorder that includes exam nerves, it is necessary to determine whether the range of professions a student completing the study programme can pursue includes occupations where stress resilience is not of primary importance or where compensatory adjustments are a possibility. If this is the case, there is no compelling reason to deny academic adjustments.⁹ Self-employment is an option available in nearly all professions, for example, so academic adjustments should not be denied in the case of a generalised anxiety disorder.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** separate room with no more than twenty people (or fewer, in special cases), possibly extra working time in justified exceptional cases
- **Oral examination:** one-on-one examination
- **Lecture:** exclusion of the plenary
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant, or an expert opinion from a psychological psychotherapist or a child and adolescent therapist (up to 21 years of age)

⁹ Ennuschat, Jörg (Hrsg. Deutsches Studentenwerk, Informations- und Beratungsstelle [IBS]), *Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule. Rechtsgutachten*, Berlin 2019, p. 107f.

Social phobia

People who have a social phobia fear the inquisitive gaze of others, causing them to avoid social situations, such as exams. More pervasive social phobias are usually associated with low self-esteem and a fear of criticism. They can cause a range of conditions including blushing, hand tremor, nausea or the urge to urinate. Symptoms may even progress to panic attacks.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** separate room with no more than twenty people (or fewer, in special cases), possibly extra working time in justified exceptional cases
- **Oral examination:** one-on-one examination, possible accompanying person (no active participation)
- **Lecture:** exclusion of the plenary
- **Work placement:** adjusted conditions
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant, or an expert opinion from a psychological psychotherapist or a child and adolescent therapist (up to 21 years of age)

4.5. Chronic illness

Chronic illnesses are usually physical ailments. They can occur in episodes and involve regularly recurring as well as unanticipated effects. Impairments that fall into the general category of chronic illness should also be considered on a case-by-case basis. One illness will hardly compare with another, as they vary, especially in terms of cause, symptoms and progression. Even within the same clinical picture, the course of the illness may vary greatly.

Chronic illnesses include various gastrointestinal conditions such as Crohn's disease or ulcerative colitis but also epilepsy, diabetes, cancer and cardiovascular diseases, multiple sclerosis or rheumatism.

In many cases, students with chronic illnesses need to adapt their daily university life so that they can tend to the special needs resulting from their illnesses: They are obliged to factor in breaks in order to rest between classes, they need to find an appropriate room and the time for treatment during their day at university or make sure they eat meals or take specific medication on time.

Sometimes, the coping capacity of students with chronic illnesses is subject to major ups and downs. Due to the illness episodes, pain or intake of medication, such students may experience occasional concentration difficulties, mood swings and other cognitive impairments. Their day-to-day life is very much determined by the fact that they are ill.

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination or other written assessments:** extra working time, separate room with no more than twenty people (or fewer, in special cases)
- **Work placement:** adjusted conditions
- **Reduced compulsory attendance in courses**
- **Study period:** extension of the study period to longer than the general maximum permitted number of semesters on the programme

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant

4.6. Other illnesses

Many other illnesses are not mentioned in this guide. However, when students are at a disadvantage in exams due to their chronic, mental or other long-term illnesses or disability, academic adjustments may also be granted in the case of such illnesses.

4.7. Medication

The treatment of chronic and mental illnesses often requires the regular intake of medication as part of therapy. Academic adjustments are justified, for example, if the use of medication causes cognitive processes to slow down.¹⁰

Recommendations for possible adjustments to the proposed examination format and examination setting based on the specific circumstances of each individual case:

- **Written examination:** extra working time
- **Term paper and other written assignments:** extra time for completion

Supporting evidence: medical certificate signed by a physician or, where appropriate, a consultant

¹⁰ Ennuschat, Jörg (Hrsg. Deutsches Studentenwerk, Informations- und Beratungsstelle [IBS]), Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule. Rechtsgutachten, Berlin 2019, p. 109f.

5. Applying for an academic adjustment

The following documents must be submitted to the Examinations Office by e-mail (nachteilsausgleich_studierende@uni-passau.de), by post or in person (Innstrasse 41, 94032 Passau) before the [exam registration deadline](#):

1. **completed [application form](#)**;
2. **current medical certificate issued by physician** or, where appropriate, **by a consultant** (no older than three months) containing the following points:¹¹
 - the **date of the medical examination**;
 - a **diagnosis in accordance with the *International statistical classification of diseases and related health problems (ICD-10)***;
 - the **onset and the expected duration** of the disability or the chronic or mental illness;
 - a **description of the specific impact** the disability or the chronic or mental illness has on the exam situation, work placement, term paper or final paper and/or the general study situation **in a language that can be understood** by a medical layperson;
 - specific **recommendations** from the perspective of a physician **for action to be taken to remove disadvantages** (in case of extra time, with percentage indications);
 - **date, stamp** and **signature** of the physician/consultant;
3. if available: **letters of confirmation from school** or **from a previous study programme** showing that academic adjustments have been granted before;
4. if available: **disability card, other expert opinions** or **attestations**

The chairpersons of the Boards of Examiners, in consultation with the examiner¹², usually take **two to three weeks** to decide on the applications once the Examinations Office has checked them for completeness in consideration of existing legislation. As soon as a decision has been taken, the Examinations Office informs the applicant in an **official notice**. Once an access arrangement has been granted, those in charge of planning the examinations must be duly informed:

- for **centrally organised examinations**, the completed form [Anmeldung "Nachteilsausgleichsmaßnahmen"](#) for the relevant examinations must be sent to the Examinations Office by e-mail or post during the [registration period for examinations](#) once every semester. The student must bring a **printout of the official notice along to the examinations**.
- for **examinations organised by the chair**, students eligible for academic adjustments must contact the competent chair (examiner) every semester at least four weeks ahead of the exam. The student must bring a **printout of the official notice along to the examinations**.

¹¹ If the medical certificate submitted by the student does not include all the mentioned points, responsibility will generally not be attributed to the student but to the physician for not having taken the time needed to draw up the certificate as required. This should not be reason enough to deny an academic adjustment.

¹² The Dean decides in the case of the University Examination for Jurists. You will find the detailed rules in the study and examination regulations applicable for your degree programme and/or in your faculty's general study and examination regulation.

5.1. Applying for an academic adjustment when requiring extra time for written assignments (written examinations excepted)

Students with a disability or a chronic or mental impairment can apply for a generally applicable deadline extension for written assignments using the application process described above.

However, when students with impairments become acutely unable to complete the term paper in the given time during a written assignment, for example because they experience an episode in the case of chronic or mental illnesses or also due to an acute other illness or difficult personal situation (e.g. serious illness or death of a family member), the affected students should present a medical certificate to the supervisor of the term paper and discuss the matter with them.¹³ If they require any assistance, they should get in touch with the [Student Disabilities Officer](#).

5.2. Applying for extra time to complete final papers

Students wishing to apply for extra time to complete their final paper (bachelor's or master's thesis and/or paper for admission to the state examination) due to an illness that qualifies as a physical, mental and/or intellectual dysfunction and is relevant for the examination should get in touch with the [administrator responsible](#) for final papers in the Examinations Office. Information on the application process is provided in this [information sheet \[German content\]](#).

5.3. Applying for an academic adjustment when requiring an extension of the maximum period of study (number of semesters on the programme)

Students wishing to extend their study period due to a disability or a chronic or mental illness only need to submit a **simple request for extension of the maximum study period** to the [Examinations Officer for their degree programme](#). They do not have to use the application form in the link above. The application must be submitted shortly before the maximum study period ends. However, the Examination Office should be informed of the existence of a health-related impairment early on.

¹³ In the case of the LL.B. Legal Tech, you should submit your application for extra time to complete the paper to the chairperson of the Board of Examiners.

6. Applying for an academic adjustment in the case of state examinations

To apply for an academic adjustment, a simple request must be submitted along with a medical certificate issued by a public health officer (Amtsarzt). The applicant should take along to the examination performed by the public health officer any medical documents and official notices relating to an academic adjustment previously approved by the university (if available) so the public health officer can better assess possible academic adjustments.

6.1. Teacher education programmes

For the **autumn examination date**, applicants need to send a signed request for an academic adjustment (simple letter, no form required) **by 1 June of the ongoing year**. For the **spring examination date**, applicants need to send a signed request for an academic adjustment (also simple letter, no form required) by **1 December** of the preceding year. The date of receipt by the State Ministry, not the date of posting, is what counts in relation to the deadline. In either case, students should use the following address:

Bayerisches Staatsministerium für Unterricht und Kultus
Prüfungsamt
Salvatorstraße 2
80333 Munich

The application for academic adjustments in the state examinations should always be accompanied by a **medical certificate issued by a public health officer** (Amtsarzt). A copy of the disability card (Schwerbehindertenausweis) can be submitted along with the academic adjustment request.

The medical certificate issued by the public health official must confirm that access to the examinations is considerably impaired due to a disability and/or chronic illness that is not temporary in nature. Furthermore, the certificate should state the percentage by which the working time should be extended once the application has been approved and/or what action is recommended for the academic adjustment.

In the case of diagnosed dyslexia, any academic adjustment will be strictly based on the recommendations put forward by the public health official. As spelling and grammar factor into the state examination grades, applications requesting that spelling and grammar not be considered are unlikely to succeed.

Contact in the State Ministry: Ulrich Lutz (STMBW)
E-mail: Ulrich.Lutz@stmuk.bayern.de

[Information sheet on how to apply for an academic adjustment for students with a disability or chronic illness seeking to sit the First State Examination for a teaching post at public schools \[German content\]](#)

6.2. At the Faculty of Law

Applications for academic adjustments in state examinations during the undergraduate law programme (First State Examination for Jurists) must be submitted to the *Landesjustizprüfungsamt* (State Law Examination Office). They are not subject to any formal requirements. Please check the [Landesjustizprüfungsamt's website \[German content\]](#) for the contact details.

The application must be received **no later than six weeks before the written examination begins**. If the impediment to the examination arises later on, the application must be submitted immediately after its occurrence pursuant to § 13(2)(1) JAPO [training and examination regulation for law programmes].

Evidence must always be provided in the form of a **certificate issued by a clinical forensic service or a district health authority** (§ 13(2)(3) JAPO). As a rule, the clinical forensic service (*gerichtsärztlicher Dienst*) or district health authority (*Gesundheitsamt*) of the applicant's place of residence has jurisdiction. The certificate must specify the type of illness and the effects on the student's ability to sit an examination. Any available medical documents and official notices about academic adjustments previously approved by the university should also be submitted to facilitate the process.

7. Contact and advice

The most convenient way to make appointments with all the advisers is by e-mail.

Student Disabilities Officer

Dr Ulrike Bunge
Innstrasse 39, Juridicum Building, room 014
Phone: +49 851 509 1151
E-mail: ulrike.bunge@uni-passau.de
<https://www.uni-passau.de/en/disabilities>

Psychological Counselling Service

Dr Lisa Huber-Flammersfeld
Innstrasse 39, Juridicum Building, room 013
Phone: +49 851 509 1171
E-mail: lisa.huber-flammersfeld@uni-passau.de
<https://www.uni-passau.de/en/counselling>

Psychological counselling service of the Student Service Association

Johanna Zechmeister and Martina Nigl
Phone: +49 941 943 3270
E-mail: psychologische-beratung@stwno.de
<https://stwno.de/de/beratung/psychologische-beratung>

Welfare Office of the Student Services Association

Dr Zsofia Schnelbach and Carina Schropp
Innstrasse 29, Central Library, room 238
Phone: +49 851 509 1900
E-mail: schnelbach.z@stwno.de or schropp.c@stwno.de
<https://stwno.de/de/beratung/sozialberatung>