

REGULATION 1/2026, ON UNIVERSIDAD SAN PABLO- CEU STUDENTS

Approved by the Governing Council at its meeting on February 3, 2026,
and by the Board of Trustees at its meeting on February 20, 2026

REGULATION 1/2026, ON UNIVERSIDAD SAN PABLO-CEU STUDENTS

PREAMBLE

CHAPTER ONE

Student Status

Article 1. Student Status at Universidad San Pablo-CEU

1. Students of Universidad San Pablo-CEU are those individuals who are enrolled or registered at any of its academic centers or university institutes in official degree programs at any of the three university levels (Bachelor's, Master's, and Doctorate), as well as in the University's exclusive degree programs, continuing education courses, or other studies offered by Universidad San Pablo-CEU.
2. This status is acquired upon completion of enrollment and shall be evidenced by a student ID card or other official document issued by the University for this purpose.

Article 2. Eligibility for Student Status at Universidad San Pablo-CEU

1. Student status at Universidad San Pablo-CEU is granted:
 - a) Through selection from among the places offered by the University in the corresponding degree program, subject to fulfillment of the legal requirements for admission to Spanish universities and after successfully completing the admission process established by Universidad San Pablo-CEU.
 - b) By transferring academic records from studies begun at another university and after successfully completing the admission process established by Universidad San Pablo-CEU. The transfer of academic records shall comply with current legislation, as well as the University's own regulations.
2. Applicants who meet any of the following conditions shall be exempt from the selection and admission process set forth in these Regulations for first-time students:
 - a) Students at Universidad San Pablo-CEU who wish to change their current program of study or request to pursue another program concurrently, provided they demonstrate compliance with the academic standing requirements of their original program.
 - b) Graduates of Universidad San Pablo-CEU who apply to extend or continue their studies.

Article 3. Loss of Student Status

Student status at the University shall be lost:

- a) Upon the student's voluntary withdrawal.
- b) Upon completion of the program of study.
- c) When applicable as a result of the exercise of academic disciplinary authority
- d) set forth in these Regulations.
- e) Due to non-compliance with the internal regulations governing enrollment and retention at Universidad San Pablo-CEU, as well as any other regulations that so provide.

CHAPTER TWO

Rights and Duties of Students

Article 4. Rights of Students at Universidad San Pablo-CEU

Students at Universidad San Pablo-CEU shall have the following rights:

- a) To receive a high-quality, qualified, and up-to-date academic education that includes knowledge, skills, attitudes, and values, particularly those characteristic of Christian humanism, in accordance with the Social Doctrine of the Church and the University's mission statement.
- b) To receive instruction corresponding to the courses in which they are enrolled, with considerate and respectful treatment from University staff at all times. Likewise, students shall have the right to evaluate academic programs and teaching.
- c) To be informed of any changes that may substantially affect the courses they are taking.
- d) To reasonable support and scheduling of academic activities, within the limits of the University's organizational and budgetary resources, that facilitate the balance of studies with work and family life.
- e) To receive vocational, academic, and professional information and guidance, as well as information on aspects of university life that affect them, particularly regarding university outreach activities, university housing, sports, cultural activities, and the transition to the workforce.
- f) To receive support and guidance in their academic studies from professors and, especially, from academic advisors. In particular, to receive personalized guidance and mentoring throughout their undergraduate studies to help them adapt to the university environment

and improve their academic performance, as well as during the final stages of their undergraduate and master's programs, with the aim of facilitating their entry into the workforce, professional development, continued university education, and introduction to research.

- g) To have access to the psycho-pedagogical support of the SOU (University Wellbeing Service), promoted by the University to ensure a well-rounded education, personal development, and the preparation of scientifically, technically, and ethically competent professionals, thereby facilitating their entry into the workforce.
- h) To be informed sufficiently in advance of the academic calendar, assessment tests, and official exams as established by regulation. Likewise, their right to access the regulations governing assessment tests and the grade review procedure is guaranteed through the University's Transparency Portal.
- i) To be evaluated on their academic performance in accordance with objective criteria and procedures that will be made known in advance. Notwithstanding the foregoing, the University may limit, through its administrative enrollment regulations, the right to take exams or assessments for those students who are not up to date with payment of the corresponding tuition fees.
- j) To be informed of the grades obtained through a personalized and effective procedure. To this end, students may request and obtain from professors an explanation of the grades received and, where appropriate, request a review of such grades under the conditions established by regulation.
- k) To have access, within the limits of the University's material resources, to adequate facilities for the normal conduct of academic activities, and to use such facilities in accordance with the regulations governing their use. The University shall pay special attention to students with special educational needs, in accordance with the provisions of these Regulations, collaborating with specialized public or private organizations to facilitate the better integration of these individuals.
- l) To participate in social responsibility activities or other complementary non-academic university activities—including cultural, athletic, student representation, solidarity, or cooperation initiatives—that are organized, as well as obtain academic recognition for such participation under the terms established by applicable regulations.
- m) To participate in the development and improvement of teaching plans and university services, as well as in the promotion of teaching innovation.
- n) To have their work or professional experience validated for academic purposes, in accordance with current legislation, as well as with the regulations established in this regard by the University.

- o) To participate in national or international mobility programs, within the framework of current legislation, in accordance with the regulations approved by the University.
- p) To be informed about and participate in the employment placement programs developed by the University, as well as to receive guidance to improve their skills and abilities with the aim of securing internships in companies.
- q) To receive legally mandated risk prevention training and have access to resources that ensure their health and safety while engaging in their learning activities.
- r) To avail themselves of the benefits generally recognized for university students under current legislation, as well as any grants and scholarships that the University may award, in accordance with the regulations establishing them.
- s) To be eligible to vote and stand for election in electoral processes affecting student representation, as well as to participate in the University's governing and representative bodies in the manner determined by regulations.
- t) To freedom of expression, assembly, and association within the university setting, subject to the limits established by current law, particularly with respect to the dignity of the person, Universidad San Pablo-CEU, Fundación Universidad San Pablo-CEU and its internal regulations, as well as the Catholic Association of Propagandists and its guiding principles.
- u) To appeal to the university's academic authorities and, where appropriate, to the University Ombudsman, when they believe their rights have been violated, and to submit written requests or complaints in accordance with applicable regulations.
- v) To report, through the Ethics Channel made available by Fundación San Pablo-CEU, any irregularity or breach of the law or, where applicable, of the Code of Conduct of Fundación San Pablo-CEU, approved by the Board of Trustees at its meeting on June 12, 2020.
- w) To have their personal data processed in accordance with current regulations on personal data protection.
- x) To equal opportunities and non-discrimination based on personal or social circumstances, both in accessing and remaining at the University, as well as in the exercise of their academic rights, with respect for their honor, personal privacy, and personal image, in accordance with current legislation.
- y) To recognition of authorship of work produced during their studies.
- z) To promote and participate in student and alumni associations, in accordance with the provisions of these Regulations.

- aa) To have access to the University's internal regulations, as well as to the regulations of Fundación San Pablo-CEU, through the University's Transparency Portal.
- bb) To voluntarily and temporarily suspend their academic obligations, provided this has been previously agreed upon by the competent student bodies with the aim of defending their interests. In any case, students who so desire shall have the right to receive the scheduled instruction.

Likewise, students are granted the other rights conferred by current legislation regarding universities, in the University's Organization and Functioning Rules, and in other regulatory or normative provisions approved by the University.

Article 5. Duties of Students at Universidad San Pablo-CEU

The duties of students at Universidad San Pablo-CEU are as follows:

- a) To commit to maintaining an active and responsible presence at the University, understanding its structure, and respecting its Organization and Functioning Rules, the Decalogue and Commitment to Universidad San Pablo-CEU, and other regulations approved by the University.
- b) To carry out the academic work expected of university students with sufficient proficiency, studying the courses taken seriously and responsibly, as well as actively participating in academic activities that help complete their education, especially by attending classes in the subjects in which they are enrolled. Failure to meet the attendance requirements established in the Course Guides for the subjects will result in the academic consequences set forth therein.
- c) To care for, respect, and properly use the assets, property, resources, and facilities within the University campus, as well as those of the University's partner organizations.
- d) To participate responsibly in university activities, cooperating with the rest of the university community to ensure the smooth operation of the University and the improvement of its services.
- e) To be familiar with and comply with internal health and safety regulations, especially those regarding the use of laboratories and research environments.
- f) To respect the University's mission and make proper use of the symbols and emblems of the University, Fundación San Pablo-CEU, and the Catholic Association of Propagandists, as well as those of their governing bodies or institutions.
- g) To respect the Code of Conduct of Fundación San Pablo-CEU, approved by the Board of

Trustees at its meeting on June 12, 2020.

- h) To maintain proper order and discipline on the university campus and promote harmonious coexistence among all members of the university community, observing dignified conduct at all times with full respect for university customs.
- i) To respect the conduct of the University's academic events, ensuring that the exercise of free speech and opinion is confined to the channels and procedures established by regulation.
- j) To actively practice and promote non-discrimination on the grounds of birth, race, sex, religion, opinion, or any other personal or social condition or circumstance toward members of the university community, as well as toward staff of collaborating entities or those providing services at the University.
- k) To responsibly carry out the duties of the positions for which they have been elected or appointed, informing those they represent of the activities and resolutions of the collegiate bodies in which they participate, as well as of their own actions, with the confidentiality and discretion established by said bodies.
- l) To treat all University staff, staff of collaborating entities or those providing services at the University, as well as other students and visitors, with consideration and respect.
- m) To participate actively and responsibly in the meetings of the collegiate bodies to which they have been elected.
- n) To participate in the evaluation of faculty and university services through the surveys and opinion polls conducted by the University, with the aim of continuously improving the quality of all services provided to students.
- o) To contribute to the improvement of the University's objectives and operations.
- p) To attend the University dressed appropriately and in a manner that allows for identification at all times.
- q) To carry identification at all times, in the form of a Universidad San Pablo-CEU student ID card or, failing that, a National Identity Card, Foreigner's Identity Card, or passport, presenting it when requested to do so by academic authorities, as well as by faculty, administrative, and service staff.
- r) To make appropriate use of social media and the internet when the user's status as a University student is evident or can be inferred, particularly taking into account the provisions of sections f), g), i), and k) of this article.

- s) To not use a mobile phone or access social media via any device during class time, unless expressly authorized by the professor.
- t) All other duties established by current legislation governing universities, the University's Organization and Functioning Rules, and other regulatory provisions approved by the University.

Article 6. Students with Special Educational Needs

Universidad San Pablo-CEU shall take the necessary measures to ensure that students with specific needs arising from a disability and/or educational needs can fully exercise the rights and duties established for all students, in accordance with the provisions of these Regulations and, where applicable, any other specific regulations approved for this purpose by the University.

TITLE I
Academic Discipline

CHAPTER ONE
Scope of Application

Article 7. Scope of Application

1. The regulations on academic discipline established in here shall apply to students enrolled in any of the programs offered at Universidad San Pablo-CEU, in relation to events occurring on the premises, facilities, and spaces of the University and its affiliated centers or, where applicable, to those events occurring outside such premises but related to the status of the University student who commits them.
2. The concept of the premises, facilities, and spaces of the University and its affiliated centers includes both those that form part of the University and its affiliated centers themselves and those other external spaces designated by the University for its own activities, as well as those of collaborating entities where activities are carried out under the supervision or organization of the University, such as, among others, curricular or extracurricular internships at external companies or institutions.

Article 8. Exercise of Academic Disciplinary Authority

1. In accordance with Article 37.1(i) of Organization and Functioning Rules of Universidad San Pablo-CEU, the Rector is responsible for exercising disciplinary authority over the University's students.
2. Notwithstanding the provisions of the preceding paragraph, in the case of minor offenses and, exceptionally, in the case provided for in Article 22.2, the Deans/Directors of Schools or Centers

shall exercise academic disciplinary authority by delegation from the Rector, pursuant to the provisions of Article 37.2 of the University's Organization and Functioning Rules, in accordance with the provisions of these Regulations. Disciplinary decisions adopted by delegation from the Rector shall expressly indicate this circumstance and shall be considered to have been issued by the Rector. Under no circumstances may the Deans or Directors of Schools or Centers delegate the disciplinary powers exercised by delegation.

CHAPTER TWO

Student Misconduct and Disciplinary Sanctions

Article 9. Classification of Offenses

Misconduct committed by students of Universidad San Pablo-CEU in the academic sphere is classified as very serious, serious, and minor.

Article 10. Very Serious Misconduct.

The following are considered very serious offenses committed by students in the academic sphere:

- a) Very serious insubordination or disobedience toward the provisions or instructions of academic authorities and other University staff in the exercise of their duties, including refusal to identify oneself when required to do so. The severity of the disobedience shall be determined by taking into account, in particular, the relevance of the instruction or provision and the body from which it originates, the offender's obstinacy, and the possible repercussions or notoriety of the act.
- b) Coercion, disorderly conduct, insults, or any other offense or violent act that limits or impedes the normal conduct of academic activities and the respectful expression of opinions.
- c) Intimidation, physical or psychological harassment, bullying, or any type of discrimination—including the use of computer systems or mobile phones—by a student against any member of the university community, both on and off campus, as well as conduct that threatens someone or prevents them from pursuing the academic life they would legitimately lead in the absence of such conduct.
- d) The disruption, obstruction, or failure to comply with the prevention and safety measures established on campus or in any University space.
- e) Expressions or actions that objectively offend any member of the university community on the basis of birth, race, sex, religion, opinion, or any other personal or social condition or circumstance, including discriminatory treatment when, due to its offensive nature and potential social impact or notoriety, it may be considered particularly serious.

- f) Verbal aggression, whether direct or via digital means, or physical aggression, as well as insults, offenses, or very serious disrespect toward any member of the university community or other staff providing services to the University.
- g) Impersonation in university activities; in particular, during exams or assessments, whether by the person impersonating another—if that person is a student of the University—or by the person being impersonated.
- h) The falsification, alteration, or omission of relevant information in applications, requests, forms, or any other document or administrative procedure at the University, as well as the deliberate use of false or altered documents.
- i) Acts constituting a criminal offense, without prejudice to the provisions of Article 26.5 of these Regulations.
- j) Modifying or deleting records or any grading document or assessment test, either directly or through unauthorized access to the University's computer systems.
- k) The possession or use of unauthorized materials, as well as electronic media or devices, during the administration of assessment tests.
- l) In relation to any academic work, including Bachelor's Theses (TFG) and Master's Theses (TFM), as well as exams and assessment tests, plagiarism, copying, or facilitating such acts; infringement of intellectual property rights; and the attempt to obtain a better academic result or a direct or indirect benefit—even if occasional—by using any unlawful or unauthorized means.
- m) Illegally accessing or obtaining in advance the content of a test or exam, or facilitating or procuring the subsequent appropriation, alteration, or destruction of the content or results of an assessable activity.
- n) The possession, use, or distribution of drugs, narcotics, or psychotropic substances in the buildings, facilities, and other spaces of the University and its Centers, as well as a student's presence on campus while under the influence of the aforementioned substances.
- o) The commission of two or more serious offenses within a twelve-month period.

Article 11. Serious Offenses

The following constitute serious offenses committed by students in the academic sphere:

- a) Words, indecent acts, or any action that disrupts the order that must prevail at the University.

- b) The alteration or improper use of procedures for accessing, consulting, or borrowing learning materials and resources outside the scope of applicable university regulations. Behaviors that cause damage, through willful misconduct, to the University's property.
- c) Serious disrespectful treatment of members of the university community or staff providing services to the University.
- d) The recording of classes or university activities, as well as their reproduction and dissemination without the appropriate authorization.
- e) The misappropriation of the University's library collections, instruments, hardware, software, or other resources of any kind, as well as the sale of textbooks or library materials that constitutes a violation of intellectual property regulations.
- f) The inappropriate use of information technologies available at the University, such as tampering with the configuration of equipment, peripherals, or applications; downloads or uses that violate intellectual property regulations; mass downloads; the redistribution or unauthorized commercial use of information contained in electronic resources subscribed to by the University; unauthorized or fraudulent access to institutional or external servers, or other improper uses.
- g) The offering of gifts or bribes in exchange for the performance of academic or administrative actions by members of the university community, with the aim of obtaining some favor or benefit for the offerer outside of the procedures established for that purpose.
- h) Inappropriate personal behavior or conduct that damages or degrades the good name, reputation, or principles of the University, whether carried out on campus or off campus when related to the status of the University student who commits such acts, including through the use of social media or the internet.

Article 12. Minor Offenses

The following are minor offenses committed by students in the academic sphere:

- a) Copying another student's exam, with or without the latter's consent, or communicating during the exam, as well as allowing another student to view or see one's own exam.
- b) Behaviors that cause damage, through negligence, to the University's property.
- c) Minor inconsiderate treatment of members of the university community or staff providing services to the University.
- d) Failure to comply with current regulations regarding tobacco and alcohol consumption

applicable at the University.

- e) Using a cell phone or accessing social media via any device during class, unless expressly authorized by the professor.
- f) Any other reprehensible acts contrary to university customs not covered in the preceding articles, which disrupt or may disrupt the normal course of university life.

Article 13. Sanctions for Very Serious Misconduct

The following sanctions may be imposed on students for committing very serious offenses:

- a) Temporary suspension of the right to attend classes in one or more courses for a specified period. The sanction shall specify the relevant provisions regarding the possibility of taking exams or assessment tests.
- b) Denial of the right to participate in exchange programs with other universities.
- c) Loss of priority in selecting academic tracks or specializations or in securing a spot in external, curricular, or volunteer internships.
- d) Suspension of the right to participate in voluntary external internships.
- e) Temporary expulsion with a ban on access to the University for a minimum of one month and a maximum of nine months. If the imposition of this sanction coincides with the administration of exams, the sanction shall specify the relevant provisions regarding the possibility of taking those exams.
- f) Permanent expulsion from the University, resulting in the student's withdrawal from the University for all purposes.
- g) A grade of "fail (0)," with the loss of both the regular and make-up exam sessions for the course in question.

Article 14. Sanctions for serious offenses

For the commission of serious offenses, temporary expulsion may be imposed, with a ban on access to the University for a minimum of five academic days and a maximum of three months.

If the application of this sanction coincides with the administration of exams, the sanction shall specify the relevant provisions regarding the possibility of attending them.

Article 15. Penalties for minor offenses

The following sanctions may be imposed for minor offenses:

- a) Verbal or written warning.
- b) Temporary expulsion with a ban on access to the University for one to five academic days. If the imposition of this sanction coincides with the dates of assessment exams, it shall not prevent the student from taking them; however, the sanction must be served on the following academic day(s) on which such exams are not scheduled.
- c) A grade of “fail (0)” with forfeiture of the corresponding exam attempt in the course in question.

Article 16. Additional Sanctions and Compensation for Damages

Sanctions for very serious and serious offenses may also entail the additional penalty of loss of the right to stand for student election processes or, where applicable, removal from any representative office held. They may also entail the partial or total, permanent or temporary loss of scholarships or grants awarded and, where applicable, the inability to renew them in the following academic year.

The imposition of disciplinary sanctions in accordance with these Regulations shall not exempt the responsible party from liability for reparation and compensation for damages caused as a result of the conduct subject to sanction. In any case, the University reserves the right to take all legal actions available to it to claim compensation.

Article 17. Grading of Sanctions

Sanctions shall be imposed and graded in accordance with the principle of proportionality and taking into account the specific circumstances of each case, in accordance with the following criteria:

- a) The degree of culpability or the existence of intent.
- b) Admission of the facts and willingness to make amends for the harm caused, as well as the remorse shown.
- c) The severity and consequences of the infringing conduct.
- d) Repeated commission, within the last two academic years, of more than one violation of the same nature.

Article 18. Substitution of Serious and Minor Sanctions

1. The investigator of the disciplinary proceeding may, with proper justification, propose replacing serious sanctions with other educational and formative measures, such as community service, volunteer work, cultural activities, or other similar activities that benefit the university community, when the personal circumstances of the student, the nature of the events, their conduct, and, in particular, their efforts to repair the damage caused, so warrant. Such substitution must be approved, where appropriate, by the Rector in the resolution of the disciplinary proceedings.

In the case of minor sanctions, the substitution may be agreed upon directly by the Dean/Director of the corresponding School or Center, by delegation of the Rector.

In the cases provided for in this section, the decision authorizing the substitution of serious sanctions may include a provision that no record of such sanctions be kept in the academic record of the sanctioned student, nor appear on any academic transcripts that may be issued.

2. In the event of non-compliance with the substitute sanction, the student subject to disciplinary proceedings must fully serve the sanction that was replaced by the substitute sanction.

Article 19. Entry in Registers and Removal of Sanctions

1. Sanctions imposed for very serious or serious offenses shall be recorded in the registry maintained for this purpose by the Vice-Rectorate for Students and University Life, as well as in the Academic Secretary's Office of the corresponding School or Center. These sanctions shall remain in the academic record of the sanctioned student, and their existence shall be noted on all academic transcripts issued, unless they have been expunged. However, in the Resolution concluding the disciplinary proceedings, the Rector, taking into account the circumstances of the case and, in particular, the student's admission of the facts, their willingness to make amends for the harm caused, as well as the remorse shown, may decide that they shall not be recorded in the sanctioned student's file or in the academic transcripts issued to them.
2. Sanctions imposed for minor offenses shall be recorded in the registry maintained for this purpose by the Vice-Rectorate for Students and University Life, as well as in the Academic Secretary's Office of the corresponding School or Center. However, they shall not be recorded in the student's academic record or in any academic transcripts issued to them.
3. Sanctions shall be rescinded, either ex officio or at the request of the student, provided that no new offense has been committed, once twelve, six, or three months have elapsed since the completion of the sanction, depending on whether the offense was very serious, serious, or minor, respectively, and, in any case, upon completion of the student's studies.

The cancellation of sanctions shall mean that there will be no record of them in the sanctioned student's academic record or in any academic transcripts issued, without prejudice to the continued registration of the sanctions, including a marginal note regarding their cancellation.

Article 20. Statute of Limitations for Misconduct and Sanctions

1. Very serious offenses that have not been sanctioned shall be subject to a statute of limitations of twelve months; serious offenses, six months; and minor offenses, three months from the date of their commission. The statute of limitations shall be interrupted by the initiation of disciplinary proceedings.
2. Sanctions imposed for very serious offenses shall be subject to a statute of limitations of twelve months; for serious offenses, six months; and for minor offenses, three months from the date of their imposition.
3. The limitation periods shall be calculated from date to date; for offenses, from the day they were committed, and for sanctions, from the day of notification to the person concerned.

CHAPTER THREE
Disciplinary Proceedings

Section 1. Preliminary Procedures and Actions

Article 21. Preliminary Actions

1. The Dean/Director of the School or Center shall issue a report addressed to the University General Secretary's Office and the Vice-Rectorate for Students and University Life regarding acts that may constitute a disciplinary offense, in accordance with the provisions of these Regulations, either ex officio or upon complaint by a third party.
2. Upon review of the documentation received, the General Secretary's Office shall open an investigative file. In this file, the actions deemed appropriate will be taken to determine whether there are sufficient grounds to justify the initiation of disciplinary proceedings and, if applicable, the acts committed will be classified as a minor, serious, or very serious offense. This file, as well as the classification of the acts committed, will be forwarded to the Vice-Rectorate for Students and University Life.
3. If the offense is classified as serious or very serious, disciplinary proceedings will be initiated. If the offense is classified as minor, the General Secretary's Office will notify the Dean/Director of the School or Center for the purpose of processing the disciplinary procedure provided for in Article 29 of these Regulations.

Section 2. Disciplinary Procedure for Serious and Very Serious Offenses

Article 22. Procedure in the case of serious and very serious offenses

1. If it is determined that the facts could constitute the possible commission of a very serious or serious offense, the General Secretary's Office, with the approval of the Vice-Rector for Students and University Life, shall request that the Rector initiate disciplinary proceedings. In the same request, it shall propose, from among the University's faculty, an investigator who must be a University professor, provided that such professor is not the instructor of the student subject to disciplinary proceedings during the academic year in question.
2. Exceptionally, in the event that a student is caught in the act of committing the offense described in Article 10(k)¹, the Dean/Director of the School or Center shall impose, directly and by delegation of the Rector, the sanction provided for in Article 13(g)², without the need to initiate disciplinary proceedings. For these purposes, the provisions of Article 17 of Regulation 2/2023 on Academic Conduct at Universidad San Pablo-CEU shall apply, which establishes measures for maintaining and restoring academic conduct during the administration of assessment exams. The General Secretary's Office of the University and the Vice-Rectorate for Students and University Life shall be notified of the sanction imposed. The decision issued by the Dean/Director of the School or Center shall be final, and no appeal may be filed with any other University bodies.
3. Notwithstanding the provisions of the preceding paragraph, when aggravating circumstances exist, the Dean/Director of the School or Center may opt to follow the procedure established for serious and very serious offenses in these Regulations, and may impose any of the sanctions provided for very serious offenses.

Article 23. Provisional Precautionary Measures

Before the proceedings begin, the Rector may, in cases of urgent necessity, issue a reasoned decision—either ex officio or at the request of a party—to impose the provisional precautionary measures deemed appropriate to ensure the effectiveness of any subsequent decision, provided that such measures do not cause irreparable harm. These measures shall be communicated to the party concerned, and no appeal may be filed against them; they must be confirmed or lifted in the decision to initiate proceedings and may be adopted or revoked at any time during the proceedings.

Article 24. Initiation of Disciplinary Proceedings

¹ **Article 10(k)** The possession or use of unauthorized materials, as well as electronic devices or equipment, during the administration of exams.

² **Article 13(g)** A grade of "fail (0)," resulting in the loss of both the regular and make-up exam opportunities for the course in question.

1. The Rector is responsible for initiating disciplinary proceedings against students, at the request of the University's General Secretary's Office.
2. The decision to initiate disciplinary proceedings shall include the identification of the student or students allegedly responsible, a brief description of the facts giving rise to the proceedings, and the appointment of the investigating officer. This decision shall be communicated to the Vice-Rector for Students and University Life, the Dean/Director of the School or Center, and the appointed investigating officer, along with a copy of all relevant documents.

The parties concerned shall also be notified, with "parties concerned" in this proceeding being understood to refer exclusively to the student or students alleged to have committed the alleged offense; neither the person who reported the facts nor those claiming damages or harm caused by the allegedly committed acts may be considered a party concerned or, consequently, a party to the proceeding.

3. If, as a result of the initiation of disciplinary proceedings, the perpetrator or perpetrators acknowledge in writing to the investigating officer the facts and the responsibility arising therefrom, the General Secretary's Office shall proceed to draft a proposed resolution, after consulting with the Vice-Rector for Students and University Life, which shall be sent to the interested party or parties, granting them two business days to present any arguments they deem relevant, whereupon the Rector shall issue the resolution terminating the proceedings as provided for in Article 27 below.
4. If, once disciplinary proceedings have been initiated, the perpetrator or perpetrators do not acknowledge the facts and the liability arising therefrom, the investigation of the proceedings shall commence in accordance with the provisions of the following articles.

Article 25. Recusal and Challenge of the Investigating Officer

1. No person may accept appointment as an investigator in an academic disciplinary proceeding if they fall under any of the following grounds for recusal:
 - a) Having a personal interest in the matter at hand or in another matter whose resolution could be influenced by the former; being a professor of the student subject to disciplinary action during the academic year in question; or having a pending legal dispute with the student.
 - b) Having a marital relationship, a de facto relationship of a similar nature, or a blood relationship within the fourth degree or a relationship by marriage within the second degree with any of the parties subject to disciplinary action involved in the proceedings, as well as having any professional or employment relationship with them.
 - c) Having a close friendship or open enmity with any of the persons mentioned in the preceding paragraph.

- d) Having been a witness to, or having any connection with or involvement in, the events that are the subject of the disciplinary proceedings.

Prior to or at any time during the proceedings, if the General Secretary's Office becomes aware that the investigating officer is in any of the circumstances indicated in the preceding paragraph, it may order him or her to refrain from any involvement in the case, and a new investigating officer shall be appointed.

2. In the cases provided for in the preceding paragraph, a challenge may be filed by the parties subject to the proceedings at any time during the proceedings. The challenge shall be filed in writing, stating the grounds on which it is based.

On the following business day, the challenged individual shall inform the Rector whether or not the alleged grounds apply to them. In the first case, if the Rector finds that the grounds for recusal exist, he or she shall immediately order the investigator's replacement. If the investigator denies the grounds for recusal, the Rector shall issue a decision within two business days, following any reports and verifications deemed appropriate.

No appeal may be filed against the decisions adopted in this matter, without prejudice to the possibility of raising the challenge during the hearing proceedings prior to the issuance of the decision concluding the proceedings.

Article 26. Investigation of the Disciplinary Case

1. Upon receipt by the investigating officer of the decision to initiate disciplinary proceedings, he or she shall take statements from the persons allegedly involved, conducting ex officio whatever actions are necessary to clarify the facts, and gathering the data and reports deemed appropriate to determine the existence of disciplinary liability. If, during the course of this statement, the person or persons involved acknowledge the facts in writing, the proceedings shall be referred to the General Secretary's Office so that it may proceed to draft a proposed resolution, in accordance with the provisions of Article 24(3) of these Regulations.
2. If the person or persons involved have not acknowledged the facts, once the appropriate proceedings have been carried out, the investigator considers that there is insufficient legal basis to continue the disciplinary proceedings, he or she may draft a proposed resolution that includes the termination of the proceedings and the closure of the case.
3. Otherwise, the investigating officer shall draft a statement of charges, which shall include a description of the offenses attributed to the student or students involved and shall be notified to the parties concerned, granting them a period of two business days to submit their defense and propose the evidence they intend to use in their defense.
4. Once the response to the statement of charges has been received or the deadline for doing so

has passed, the investigating officer shall draft a reasoned proposal for a resolution that shall include the facts deemed proven, the actions taken, and, where applicable, their legal classification as an offense pursuant to the provisions of these Regulations, as well as the persons responsible and the sanction deemed appropriate.

This proposed resolution shall be notified to the parties concerned, with access to the case file, so that, within two business days, they may submit arguments and present any documents they deem appropriate to the General Secretary's Office. The General Secretary's Office, for its part, shall forward the complete file to the Rector, with a copy to the Vice-Rectorate for Students and University Life, accompanied by a brief report stating that the procedure has been followed in accordance with established formalities, with due regard for the guarantees and the right of defense afforded to the parties concerned.

5. If it is known that a judicial proceeding is pending regarding the same facts, or if the seriousness of the facts makes it necessary to bring them to the attention of the Public Prosecutor's Office, the disciplinary proceedings shall be suspended until a final judicial decision is issued. During the suspension of the disciplinary proceedings for this reason, the statute of limitations and expiration periods affecting the processing of these proceedings shall be interrupted.

Article 27. Resolution of the Disciplinary Case

1. It is the responsibility of the Rector to issue the decision that concludes the disciplinary proceedings, resolving all issues raised in the case. The decision must be substantiated and may not include facts other than those that served as the basis for the statement of charges and the proposed decision, without prejudice to their different legal assessment, in accordance with the provisions of these Regulations.
2. The decision shall precisely determine the offense committed, the identity of the person responsible, and the sanction imposed, citing the provisions of these Regulations that address them. Likewise, the decision shall include the relevant statements regarding any provisional measures that may have been agreed upon at the time.
3. The resolution shall be notified to the parties concerned, as well as to the Vice-Rector for Students and University Life and to the Dean/Director of the School or Center, and shall be recorded in the Registers referred to in Article 19 of these Regulations.
4. The decision issued by the Rector shall be final, and no appeal may be filed with any other bodies of the University.
5. The disciplinary file or a certified copy thereof issued by the University's General Secretary's Office, containing all proceedings therein, shall be filed with the Academic Secretary's Offices of the School or Center, together with the academic records of the students concerned.

Article 28. Statute of Limitations

1. The maximum period for resolving the case and notifying the express disciplinary decision is two months, counting from the date of notification to the interested party of the decision to initiate proceedings.
2. The expiration of the maximum period for resolving the matter without an express decision having been issued and notified results in the case becoming time-barred. In this case, the decision declaring the case time-barred shall order the filing of the proceedings.

Section 3. Procedure for Minor Offenses

Article 29. Procedure in the case of minor offenses

1. If the facts indicate the possible commission of a minor offense, the disciplinary procedure shall be that established in this article.
2. It is the responsibility of the Dean/Director of the School or Center who, by delegation of the Rector and without the need to appoint an investigator, after conducting the proceedings deemed appropriate and following a hearing of the parties involved, shall issue a reasoned decision, taking into account the provisions of Article 15 of these Regulations regarding sanctions for minor offenses. The decision issued by the Dean/Director of the School or Center shall be final, and no appeal may be filed with any other bodies of the University.
3. Notwithstanding the provisions of the preceding paragraph, if the Dean or Director of the School or Center deems it appropriate, they may delegate the authority to resolve the matter to the University's Coexistence Committee, with the aim of facilitating mediation between the parties. The Coexistence Committee shall proceed in accordance with the provisions of its Rules of Procedure, as well as the Coexistence Regulations of Universidad San Pablo-CEU.
4. The decision reached shall be forwarded to the University General Secretary's Office and the Vice-Rectorate for Students and University Life. Furthermore, the decision and all proceedings shall be filed with the Academic Secretariat of the corresponding Campus/Center, together with the academic record of the student or students concerned.

TITLE II

Scholarships and Financial Aid

Article 30. Scholarships and Financial Aid

1. By establishing its own system of scholarships and financial aid, Universidad San Pablo-CEU contributes to society by supporting students who lack sufficient financial means to cover the cost of university studies, taking into account their personal, financial, or family circumstances,

based on criteria of merit and ability, as well as the beneficiary's adequate academic performance.

Likewise, special attention will be given to situations of dependency arising from special educational needs.

2. Certain scholarship and financial aid programs may also promote educational excellence by awarding them to students with the best academic records, regardless of the beneficiaries' socioeconomic status.
3. The Board of Trustees is responsible for determining scholarship policy and the criteria for their award, without prejudice to these being developed in the corresponding call for applications approved by the Standing Committee of the University's Governing Council for each scholarship or grant.
4. Any fraud, particularly of a documentary nature, committed by a student in order to obtain a scholarship or grant shall prevent its award or receipt and shall be considered a very serious offense, in accordance with the provisions of section h) of Article 10 of these Regulations, which shall determine the appropriate liability.
5. A student's financial aid or scholarship may be revoked in accordance with the provisions of the relevant call for applications, as well as for the commission of certain offenses, in accordance with the provisions of Article 16 of these Regulations.

TITLE III

Student Representation

Article 31. Rights of Student Representatives

Student representatives at Universidad San Pablo-CEU have the right:

1. To freely exercise their representative functions.
2. To express themselves freely, subject only to limitations arising from the application of the law and respect for individuals, as well as for the institution and its mission.
3. To receive relevant information from the University regarding academic matters affecting students.
4. To use the physical and online spaces that the University designates, subject to availability, to carry out their representative duties. Such information shall be provided in an accessible format, and efforts shall be made to ensure that these spaces are adapted to facilitate access and participation for students with special educational needs and/or mobility difficulties.

Article 32. Duties of Student Representatives

1. The student representatives of Universidad San Pablo-CEU have the following duties with respect to those they represent and to the University:
 - a) To attend meetings, present and channel the proposals, initiatives, and suggestions of the group they represent to the competent bodies of the University/Faculty or School, without prejudice to the right of any student to present them directly in a personal capacity.
 - b) To make proper use of the information received by virtue of their representative position, respecting the confidentiality or discretion with which it was disclosed to them.
 - c) To protect, promote, and defend the assets and rights of the University.
 - d) To inform those they represent of the activities and resolutions of the collegiate bodies that affect them, as well as of their own actions within those bodies.
2. In the event of proven, serious, and repeated failure to fulfill the duties listed in the preceding section, as determined at the discretion of the Vice-Rector for Students and University Life, following prior warning to the individual concerned, student representatives may be removed from their positions, and the provisions of these Regulations regarding the filling of vacancies for delegates and deputy delegates shall apply.

Article 33. Election of Group Delegate and Deputy Delegate

1. Each academic year, one delegate and one deputy delegate shall be elected for each group.
2. All students enrolled at Universidad San Pablo-CEU shall be eligible to vote. All students who submit their candidacy and meet the above requirement shall be eligible for election, with the exception of those who, on the date of the election, are subject to a disciplinary proceeding established in these Regulations. If no candidacy is submitted, all enrolled students shall be eligible for election.
3. Each voter shall be assigned to a course and a group. If a student is enrolled in multiple courses from different academic years, they shall be assigned to the group of the highest-level course.
4. If, at the time of the election, a student present in the classroom does not appear on the list of students for the corresponding group, the following procedure shall be followed: the student shall write a statement indicating their first and last names, National Identity Document/Foreign Identity Card/Passport, and the reason why they believe they are not listed on the group's student roster—whether because they are awaiting a credit validation/recognition process, or because their enrollment reference group is a higher-level course, or for another reason. The document must also include the date and the student's signature. Once this written statement

has been submitted to the group's coordinating professor present in the classroom, the student will be eligible to vote and stand for election. The document will be attached to the Minutes of the Election and Proclamation of the Delegate and Deputy Delegate by the coordinating professor, as proof of the circumstances and in case of any potential issues.

5. For the elections to take place, at least half of the students comprising the group must be present at the time of voting.

6. The election process will be conducted as follows:

a) Formation of the Election Committee, which shall consist of:

A chair, who will be the coordinating professor designated by the Faculty/School/Center for that group.

Two members, who will be the first (Member 1) and last (Member 2) students on the group's list. If these students are not present, the second and second-to-last students will serve as members, and so on. The youngest member of the Board will act as secretary and record the minutes of the vote and any incidents.

b) Nomination of candidates: those interested in running for election as delegates must inform the presiding committee. The committee will then write the names of the candidates on the board. If there are no candidates, the committee will decide whether to suspend or continue the election. In the event of suspension, a definitive second round of voting will be held.

c) Voting: When called by the chair, each student shall submit a ballot with two names. It shall suffice to write the last names of the candidates on the ballot.

Votes will be considered invalid if they contain the name of a person not running for office, or of a person not listed in the class roster, as well as those deemed invalid by the Election Committee due to illegibility. The invalidity must be agreed upon by at least two members of the Election Committee.

d) Counting votes and announcement of candidates: The vote count will take place immediately thereafter. The first member of the counting committee will read the ballots aloud, while the second member will mark a visible symbol on the board next to each candidate who received a vote. Once voting is complete, the votes obtained by each candidate will be announced, and the candidate who received the highest number of votes will be declared the group's delegate, while the candidate with the next highest number of votes will be declared the deputy delegate. In the event of a tie in the number of votes, a new vote will be held immediately among the tied candidates. If the tie persists, it will be resolved by drawing lots. The ballots will then be destroyed.

e) Drafting and Submission of the Minutes: Once the election has been validly conducted and the

group delegate and deputy delegate have been proclaimed, the chairperson shall draft the Minutes in duplicate, which shall be signed by the members of the Election Committee. Both copies of the Minutes will be delivered by the chairperson on the same day to the Secretary's Office of the corresponding Campus, which will retain one copy and forward the other to the Vice-Rectorate for Students and University Life. The Minutes will record the complete results of the vote, including all candidates who received any votes, with the corresponding number.

7. The group delegates and deputy delegates elected to serve during the academic year shall continue to perform their duties until new elections are held in the following academic year.
8. These rules must be read aloud by the chair of the Election Committee before the group, prior to the presentation of candidates.

Article 34. Election of Degree Program Delegates and Deputy Delegates

1. Once the delegates and deputy delegates of the various groups have been elected, they shall, within the maximum period determined by their School/Center, elect from among themselves a degree program delegate and deputy delegate to represent them before the University's general delegate, the academic heads of the degree program, and the School/Center administration.
2. For the election of the degree program delegate and deputy delegate, the Academic Secretary of the School/Center shall convene the delegates and deputy delegates of all groups within the corresponding degree program in writing, specifying the location for voting and the start and end times of the voting period, which shall be no less than three hours. The notice shall also include a list of all delegates and deputy delegates, indicating the group and the degree program in which they are enrolled.
3. During the designated time, the Academic Secretary of the School/Center shall be present as chair of the Board, verifying the identity of voters and providing them with a ballot to exercise their right to vote, while noting those who cast their votes.
4. Once the allotted time has elapsed, the chair of the Election Committee, in a public session, will proceed to count the votes separately for each degree program, declaring the candidate who received the highest number of votes as the degree program delegate and the candidate who received the next highest number of votes as the degree program deputy delegate. In the event of a tie among the candidates for the same degree program, the winner will be determined by drawing lots. The ballots will then be destroyed.
5. The Academic Secretary of the School/Center shall draw up a record of the voting results in duplicate, sending one copy to the Vice-Rectorate for Students and University Life and the other to the Secretary's Office of the corresponding Campus. The record shall include the complete results of the vote, listing all candidates who received any votes, along with the corresponding number of votes.

6. The degree program representative shall be responsible for representing the students at the meetings of the Internal Subcommittee on Program Quality for the corresponding degree program.

Article 35. Representatives of Master's degree students affiliated with Institutes

1. Master's degree students affiliated with Institutes shall elect a group delegate and deputy delegate, as well as a degree program delegate and deputy delegate, in accordance with Articles 36 and 37 of these Regulations.

In the event that there is only one group in a degree program, the group delegate and deputy delegate shall, in turn, assume the roles of degree program delegate and deputy delegate.

2. Master's degree students affiliated with Institutes, since the latter do not have their own Center Councils, will not participate in the general student representation system established for Schools nor, consequently, in the process of electing the University's general delegate and deputy delegate.

Article 36. Election of School Delegate and Deputy Delegate

1. Once the degree program delegates and deputy delegates have been elected, they shall elect from among themselves a School delegate who, as the students' representative, shall serve on the School Board, as well as a deputy delegate, who shall assume the delegate's duties in the event of the delegate's absence.
2. To this end, the Academic Secretary of the School shall convene the delegates and deputy delegates of all degree programs in writing, specifying the location for voting and the start and end times, within a period of no less than three hours. A list of all delegates and deputy delegates from all degree programs within the School shall also be sent with the notice.
3. During the designated time, the Academic Secretary of the School shall be present as chair of the Board, verifying the identity of voters and providing them with a ballot to exercise their right to vote, while noting those who cast their votes.
4. Once the allotted time has elapsed, the chair of the polling station, in a public session, shall proceed to count the votes, declaring the candidate who received the most votes as the School delegate and the candidate with the next highest number of votes as the alternate delegate. In the event of a tie, the winner shall be determined by drawing lots. The ballots shall then be destroyed.
5. The Academic Secretary of the School shall draw up a record of the voting results in duplicate, sending one copy to the Vice-Rectorate for Students and University Life and the other to the Secretary's Office of the corresponding Campus. The record shall include the complete results

of the vote, listing all candidates who received any votes, along with the corresponding number of votes.

Article 37. Election of the University's General Delegate and Deputy General Delegate

1. The Vice-Rector for Students and University Life shall summon in writing the delegates of each School so that they may elect, from among themselves, a General Delegate of the University, as well as a General Deputy Delegate of the University.
2. The notice shall specify the location for voting and the start and end times of the voting. A list of the delegates and deputy delegates from each School shall also be provided.
3. The election of the University's general delegate and deputy general delegate may also take place immediately following the election of School delegates and deputy delegates, during the same session, provided this has been expressly stated in the notice of the election of School delegates and deputy delegates.
4. During the designated time, the Secretary General of the University or a person delegated by him/her shall preside over the Board, verifying the identity of voters and providing them with a ballot to exercise their right to vote, while taking note of those who cast their votes.
5. Once the allotted time has elapsed, the chair of the polling station, in a public session, shall proceed to count the votes, proclaiming as the University's general delegate the candidate who has obtained the highest number of votes and, as the University's general deputy delegate, the candidate who follows immediately in terms of the number of votes. In the event of a tie, the winner shall be determined by drawing lots. The ballots shall then be destroyed.
6. The chair of the Board shall draw up a written record in duplicate of the voting results, with one copy to be filed with the University's General Secretary's Office and the other to be forwarded to the Vice-Rectorate for Students and University Life. The record shall include the complete voting results, listing all candidates who received any votes, along with the corresponding number of votes.
7. The University's General Delegate shall represent the students before the Governing Council, upon convocation by the Rector. In the event of the General Delegate's absence or illness, the Deputy General Delegate shall assume his or her duties.

Article 38. Representation of Universidad San Pablo-CEU Students on the Interuniversity Student Council of the Community of Madrid

The General Delegate and Deputy General Delegate shall serve as the representative member and alternate member, respectively, of the students of Universidad San Pablo-CEU on the Interuniversity Student Council of the Community of Madrid. Once the appointment has been made, the Rector shall notify the Secretariat of the Interuniversity Student Council so that they may be appointed by

the Regional Ministry responsible for higher education.

Article 39. Election of the General Delegate and Deputy General Delegate for University Projects

1. The University President, along with the Vice Presidents, the Secretary General, and the Manager, shall determine which national, European, and international University Projects, due to their scope and relevance to students, require representation by a general delegate and a general deputy delegate.
2. For the purposes described in the preceding section, the Vice-Rector for Students and University Life shall issue a written call to the delegates of each Faculty/School to elect, from among themselves, a General Delegate for University Projects, as well as a General Deputy Delegate.
3. The notice shall specify the location for voting and the start and end times of the voting. Likewise, a list of the delegates and deputy delegates from each of the Faculties/Schools shall be sent.
4. The election of the delegate and deputy delegate for University Projects may take place immediately following the election of the University's general delegate and deputy delegate, during the same session, provided this has been expressly stated in the call for the election of the latter.
5. During the designated time, the Secretary General of the University or a person delegated by him/her shall preside over the election committee, verify the identity of voters, provide them with a ballot to exercise their right to vote, and take note of those who cast their votes.
6. Once the allotted time has elapsed, the Chair of the Board, in a public session, shall proceed with the vote count, declaring the candidate who has obtained the highest number of votes to be the delegate and the candidate who follows immediately in number of votes to be the deputy delegate. In the event of a tie, the winner shall be determined by lot. The ballots shall then be destroyed.
7. The Chair of the Board shall draw up a written record in duplicate of the voting results, with one copy filed at the University's General Secretary's Office and the other sent to the Vice-Rectorate for Students and University Life. The record shall include the complete voting results, listing all candidates who received any votes, along with the corresponding number.
8. The General Delegate for University Projects shall represent the students in activities carried out within the framework of such projects. In the event of the delegate's absence or illness, the General Deputy Delegate for University Projects shall assume his or her duties.

Article 40. Procedure for challenging the election of delegates and deputy delegates

1. Once the elections referred to in the preceding sections have concluded, interested parties have a period of two business days to file a challenge, counting from the time of the vote.

2. In the case of elections for delegates and deputy delegates of teaching groups, degree programs, and Schools/Centers, complaints shall be filed with the corresponding Dean/Director of the School/Center, who must resolve the matter within two business days. In the case of elections for general delegates and deputy delegates, the Vice-Rector for Students and University Life shall have jurisdiction to hear and decide on the challenge, and shall also resolve the matter within two business days.
3. Once the challenges have been resolved, the final proclamation of the delegates and deputy delegates shall proceed.

Article 41. Vacancies for Delegates and Deputy Delegates

1. The positions of group, degree program, and Faculty/School/Center delegate and deputy delegate, as well as those of University delegate and deputy delegate, may not remain vacant.
2. In the event of the resignation of a delegate in any of the categories mentioned in the preceding paragraph, their position shall be filled by the deputy delegate, who, in turn, shall be replaced in this latter position by the candidate who received the next highest number of votes in the election process, as recorded in the corresponding minutes. In the event of a tie, the matter shall be resolved by drawing lots.

TITLE IV

Students with Special Educational Needs

CHAPTER I

General Provisions

Article 42. Rights of Students with Special Educational Needs

1. Universidad San Pablo-CEU shall take the necessary measures to ensure that students with specific needs arising from a disability and/or educational needs can fully exercise the rights and duties established in these Regulations for all students, eliminating any form of discrimination and ensuring their full and effective participation in the university environment.
2. In order to comply with the provisions of the preceding section, a General Action Protocol and various Specific Action Protocols are established, which shall apply to students with special educational needs, in accordance with the provisions of the following chapter.

Article 43. Support Service for Students with Special Needs (AENE)

The Support Service for Students with Special Needs is a specific unit of the SOU dedicated to supporting students with disabilities and educational support needs throughout their university life.

Its functions include assessing students' needs and ensuring that students with special educational needs are treated appropriately, in accordance with the provisions of these Regulations. Furthermore, will provide these students with information regarding public or private resources, such as scholarships or job opportunities, that are available to them.

CHAPTER II **Protocols for Action**

Section 1. General Action Protocol

Article 44. Student Request and Submission of Documentation

1. The general protocol begins with the student's request to use AENE's services.
2. The applicant must provide the counselor, via email, with:
 - a) A reliable and up-to-date medical, psycho-educational, or neuropsychological diagnostic report (as applicable), dated within the past one or two academic years, that confirms a diagnostic assessment and, therefore, justifies the implementation of special measures to ensure the student has equal opportunities with the rest of the student body.
 - The document must be prepared and signed by a licensed professional.
 - The document must have been issued within the last two years.
 - If the document is in a language other than Spanish or English, you must submit the original along with a certified translation into Spanish or English.
 - It is recommended, if available, to submit the psycho-educational report, which includes the tests administered and their results, in order to understand the student's specific needs.
 - b) If you do not have one of these reports, you may submit the Individualized Support Plan (PI) Certificate for high school or the certificate of accommodations for the EVAU.
 - c) Official disability certificate.
 - The document must be valid.
 - The document must indicate the degree of disability.
 - Technical report.

- If the disability certificate is currently being processed, a copy of the application and the reports submitted for evaluation must be provided.

This documentation is submitted under a confidentiality agreement regarding the information provided, in accordance with current regulations on the processing and protection of personal data.

Article 45. Review by the AENE Service

1. The advisor to whom the request for AENE services has been submitted will review the request, as well as the reports provided and the possibilities for technical assistance.
The advisor will draft a proposal for coordinated actions to facilitate the student's integration into the University
2. The Dean/Director of the School or Center will assign the student a tutor who will be responsible for monitoring their progress during their time at the University. The tutor will receive information regarding all circumstances of the student with special educational needs that may affect their academic development.

Article 46. Student Interview with the AENE Service Counselor. Personalized Itinerary Plan (PIP)

1. The next step consists of an interview with the student, during which they will explain their personal situation and their academic needs.
2. During the interview, the counselor will inform the student of the range of technical aids available to them.
3. Proposed actions will be reviewed to ensure the student's proper academic development; the student's agreement to these actions will be sought; and, whenever indicated, particular attention will be paid to the opinions of the student's parents or family members and to the relationship that the relevant members of the university community must establish with them. Agreements regarding the action plan will be developed jointly. Once the necessary agreements have been reached, a personalized action plan will be drafted.
4. The document prepared by AENE outlining reasonable accommodations is valid only for one academic year and requires the student to renew it each year; for this purpose, the student will receive an email with the necessary steps to follow. Without this renewal, the student will not be entitled to continued application of the accommodations outlined in the personalized action plan developed for the previous academic year.

Article 47. General Recommendations for Supporting Students with Educational Needs

- a) Students with educational needs should not be identified in the classroom, unless we have their authorization to inform their classmates. The disclosure or sharing of their diagnostic

or needs assessment report with other individuals is strictly prohibited, as established by Organic Law 3/2018 of December 5 on the Protection of Personal Data and the Guarantee of Digital Rights.

- b) Provide the student at the beginning of the course with the course syllabus, the tutoring schedule, the deadlines for submitting assignments, the dates of assessment tests, and all other relevant information.
- c) Provide the student with an appropriate seat in the classroom, in accordance with their specific needs.
- d) Address the student's specific learning difficulties during academic tutoring sessions as deemed appropriate, consulting the appropriate methodology.
- e) Allow the use of technical resources that the student needs and that are included in the personalized action plan agreed upon with the student.
- f) Allow access to the classroom for resources the student requires, such as personal assistants, volunteers, or guide dogs, among others, as included in the personalized action plan agreed upon with the student.
- g) Provide students with special educational needs with additional time to complete assessments, exercises, practical work, assignments, and submissions in various formats, adapting to each student's specific situation, to ensure their participation on an equal footing with the rest of the students, in accordance with the provisions of the following article.
- h) The possibility of postponing or rescheduling an exam, provided that this is adequately justified by the student's disability and following approval by the Office for Students with Special Needs, within the official exam period.
- i) Encourage collaboration among classmates to facilitate the sharing of notes.

Article 48. General Criteria for the Provision of Additional Time

1. The provision of additional time for taking assessment exams, exercises, practices, assignments, and submissions in appropriate formats must be granted upon the student's request, generally for the academic year in question, which includes the required reasonable accommodations, with the support of the Service for Students with Special Needs, which will advise the Dean/Director of the School or Center, as well as the faculty members involved.
2. The decision to grant additional time will be based on the principles of equal opportunity, non-discrimination, universal accessibility, and compensation for disadvantages.

3. Time adjustments will not be granted automatically, but only in those cases where the student's diagnosis is directly related to the exam to be taken, with the AENE Service responsible for determining the appropriateness and specifics of reasonable time adjustments based on the specific circumstances.
4. To ensure that the most appropriate decisions can be made in each case under conditions of equality, the scale titled "General Criteria for Time Adjustments, Oral and/or Written Exams Based on Impairments and Degrees of Disability" is established, for purely indicative and non-binding purposes. This scale is included as an Annex to Order PJC/804/2025, dated July 23, establishing general criteria for the adaptation of additional time in selection processes for access to public employment for persons with disabilities, published in the "Official State Gazette" No. 178, of July 25, 2025.

Article 49. Duties of the tutor assigned to students with special educational needs

1. The duties of the tutor assigned to a student with special educational needs are as follows:
 - a) To inform the teachers and administrative and support staff involved of the student's special educational needs, as well as of the measures agreed upon in the personalized action plan agreed upon with the student referred to in Article 47 of these Regulations.
 - b) To advise the student on decision-making regarding course registration (regarding additions, reductions, or course selection if the student is between academic years)
 - c) To advise the student on completing external academic internships, putting them in contact with the Career Services Office.
 - d) Monitor the student's academic and personal situation, for which the advisor must maintain constant contact with the instructors of each course, referring them to the AENE Service if necessary.
2. Where appropriate, the rest of the student body will be informed and advised, provided that this is deemed appropriate and the student with special educational needs has given consent. In such cases, and to the extent possible, the cooperation of classmates will be sought.

Article 50. Annual Evaluation of the Process

1. At the end of the course, a satisfaction survey will be administered to the student.
2. The AENE Service will analyze the results obtained from the aforementioned questionnaire.

Section 2. Specific Action Protocols

Article 51. Specific Action Protocols

1. Specific protocols for action to address students with special educational needs are established in the ANNEX to these Regulations, without this implying that they exhaust the various situations that may arise.
2. The Standing Committee of the University Governing Council is authorized, upon the proposal of the Vice-Rector for Students and University Life, to update and/or modify the ANNEX to these Regulations establishing specific protocols for addressing students with special educational needs.

First Transitional Provision. Disciplinary proceedings initiated under the previous regulations

Disciplinary proceedings against students that were initiated prior to the entry into force of these Regulations shall continue to be processed in accordance with the previous regulations in force at the time of their initiation, without prejudice to the retroactive application of those provisions set forth in these Regulations that are more favorable to them.

Second Transitional Provision. Extension of the Term of Office for Group and Program Delegates and Deputy Delegates

The term of office of group delegates and deputy delegates, as well as degree program delegates and deputy delegates who were elected in accordance with the regulations prior to these Regulations, shall be respected until its expiration. However, as of the effective date of these Regulations, group delegates and deputy delegates, as well as degree program delegates and deputy delegates, shall continue to serve on the Faculty/School Councils until the corresponding School delegates and deputy delegates are elected.

Sole Repealing Provision. Repeal of Regulations

Any provisions of equal or lower rank that conflict with the provisions of these Regulations are hereby repealed.

In particular, the following regulations are hereby repealed:

- Regulation 4/2024 on Students of Universidad San Pablo-CEU, approved by the Governing Council at its meeting on May 29, 2024, and by the Board of Trustees at its meeting on June 14, 2024.
- Student Regulations, approved by the University Board of Trustees at its meeting on February 17, 1998.
- Rules for the Election of Delegates and Deputy Delegates at Universidad San Pablo-CEU, approved by the Standing Committee of the Governing Council at its meeting on December

18, 2019.

- Rules for the Election of Group Delegates and Deputy Delegates at Universidad San Pablo-CEU.
- General Protocol of Universidad San Pablo-CEU for students with special educational needs, approved by the Standing Committee of the Governing Council at its meeting on June 27, 2018.

Sole Final Provision. Entry into Force

These Regulations shall enter into force on the day following their approval by the Board of Trustees of Universidad San Pablo-CEU.

ANNEX
SPECIFIC ACTION PROTOCOLS
FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The protocols set forth below outline general reasonable accommodations for each situation. However, it is at the discretion of the advisor (during their meeting with the student and after reviewing their reports) to add provisions that may not be included here, provided they are necessary for equitable teaching and assessment, as well as for the student's full and effective participation in the university setting.

SPECIFIC PROTOCOL I. Students with physical disabilities

1. For the purposes of these Regulations, a motor disability is defined as the set of impairments that affect the execution of movements, regardless of the underlying cause. The difficulty or inability to move refers to both the upper and lower limbs and, in the case of speech, to speech articulation.
2. In organic disabilities, it is the internal organs that are damaged; therefore, this is associated with diseases that are not visible, such as cancer, digestive diseases (Crohn's disease, ulcerative colitis), cystic fibrosis, heart disease, etc.
3. If a student has a physical disability, the following measures will be taken regarding teaching and class attendance:
 - a) The University will provide appropriate furniture to enable the student to function independently. Inside the classroom, the instructor will assign the student a seat near the doors.
 - b) If the student requires the use of an augmentative or alternative communication system, they should ensure that the professor can become familiar with it during academic tutorials, so that communication between student and professor is effective.
 - c) The instructor will allow sufficient time for oral expression in the case of students with disabilities related to speech articulation. For the presentation of assignments, these should preferably be presented individually to the instructor during academic tutoring hours.
 - d) If the disability affects the upper limbs or fatigue negatively impacts the time available for assignments, the deadline will be extended.
4. With regard to assessments, when a student has a physical disability, the following measures will be taken:
 - a) The Dean's Office/School or Center Administration will ensure the accessibility of the building and the classroom where the exam will be held. Likewise, it will provide the student with an appropriate space within the classroom if the accommodations might disrupt the

exam environment for other students, or it will provide a different classroom for the exam if necessary.

- b) If necessary, at the student's request, and provided that the request is accompanied by the corresponding medical report, there will be the possibility of postponing or rescheduling the exams or assignments within the official period.
- c) Exam adaptations, if necessary. Such adaptations may be in digital format, in an oral format, or with a scribe. If the digital format is chosen, once it has been verified that the device is free of content related to the course, the student will take the exam with all the assistive devices and resources they normally use, and will be granted more time than that allotted to the rest of the students, if necessary. If the oral format is adopted, and whenever deemed necessary, the student will be given more time than their classmates to take the exam. The student may request the assistance of a scribe to write down what the student says.

SPECIFIC PROTOCOL II. Students with visual impairments

1. For the purposes of these Regulations, a visual impairment consists of a total or severe limitation of visual function.
2. If a student has a visual impairment, the following measures will be taken regarding instruction and class attendance:
 - a) The instructor will allow the student with a visual impairment to sit in the front rows or in areas that allow them to get the most out of the classes.
 - b) The instructor will allow the use of any assistive devices or resources the student requires.
 - c) The instructor will ensure the accessibility of materials provided to students in class or on platforms, in terms of clarity and print quality, preferably using Word formats.
 - d) Visual information presented in class must be verbalized; projections, transparencies, and anything written on the board must be read aloud. In the case of videos, a script must be provided to the student in advance.
 - e) For individual assignments, the instructor will assist the student in accessing the necessary documentary sources.
 - f) For fieldwork requiring students to travel from their place of study or usual residence, the deadline for submission will be extended.
 - g) The instructor will inform the student of the possibility of requesting that the National Organization of the Blind of Spain (ONCE) transcribe written texts into audio files or Braille.

3. In the case of students who are totally blind, the following additional measures will be taken:
 - a) The Dean's Office or the administration of the school or center must ensure that the student is familiar with the areas of the facility that they need to navigate regularly to carry out various academic activities. In addition, the administration will notify the student in advance of any changes to the facilities.
 - b) The instructor will ensure that the student has the space needed to place their assistive devices during classes.
 - c) The instructor will provide the student with the necessary reading list, notes, or any other materials well in advance to allow for conversion into accessible formats.
4. If the student has a visual impairment, the following measures will be taken regarding assessment tests:
 - a) Oral exams will be recorded so they can be reviewed later.
 - b) For printed exams, it is recommended to use the Arial or Verdana font in size 14, 16, or 18, depending on the degree of visual impairment. For exams containing images, graphs, tables, or similar elements, the representations must be adapted—either enlarged or removed—but their content must be provided as text.
 - c) For exams in formats other than paper, the instructor will use a USB drive containing the adapted exam, and the student may take the exam on a computer. This may be the student's own computer, provided that they first ensure the device is free of content related to the subject being examined, has no internet access, and has the spell-checker disabled; otherwise, and always with sufficient advance notice, the student may request a computer from IT via a Jira request ticket or through AENE.
 - d) The student will be granted 25% more time than the standard exam duration.
 - e) If the technical equipment of a student with special educational needs disrupts the exam environment for the rest of the class, the student will be provided with an appropriate space in the classroom; if this is not possible, the student will take the exam in a separate classroom.
 - f) Faculty members, through the Dean's Office or School/Center Administration, may request that the National Organization of the Blind of Spain (ONCE) transcribe the exam into Braille, if they deem it necessary.

SPECIFIC PROTOCOL III. Students with hearing impairments

For the purposes of these Regulations, hearing impairments are defined as quantitative alterations in the perception of sounds.

1. If a student has a hearing impairment, the following measures will be adopted regarding teaching and class attendance:
 - a) The instructor is advised to minimize movement within the classroom to facilitate lip-reading, making an effort to face the student.
 - b) The instructor shall assist the student in finding the most suitable seat in the classroom for optimal learning. The Dean's Office/School or Center Administration must ensure that lighting is adequate to facilitate lip-reading, should this be the means of communication used.
 - c) Whenever possible, in workshops and seminars, the classroom will be arranged in a circle or U-shape so that students can follow the contributions of all their peers.
 - d) The instructor will allow the use of any devices or aids the student requires to follow the class. If the student has FM equipment, the instructor must wear the transmitter microphone that sends their voice to the receiver connected to the student's hearing aid. If a classmate speaks, the instructor must hand over the transmitter to them.
 - e) The teacher will respect the student's speaking pace.
 - f) When showing videos, the teacher must ensure they are subtitled or provide the student with a script containing the most important points. Additionally, the teacher must keep in mind that if the lights are turned off or dimmed, students cannot accurately lip-read the dialogue and comments related to the video.
 - g) The instructor will use visual aids during oral explanations or provide the student with supporting materials in advance.
 - h) The instructor will provide the student with support in searching for sources, bibliographies, documents, and outlines prior to class.
 - i) The teacher will allow the student extra time for oral presentations.
 - j) If the student is a signer and a user of Spanish Sign Language (LSE), the faculty must collaborate with the sign language interpreter to ensure they can perform their duties effectively, for example, by providing the most common technical vocabulary in advance so the interpreter can prepare their translation into sign language. In the classroom, the interpreter must be positioned next to the instructor, in a well-lit area, and the student with a hearing impairment should be seated in the front rows to see the interpreter clearly. (The

interpreter's sole role is to convey information from the instructor and classmates to the student with a disability, and vice versa.)

2. If the student has a hearing impairment, the following measures will be taken regarding assessment tests:
 - a) The teacher will provide the student with all relevant information regarding the exam in writing, particularly the grading criteria and the exam's duration.
 - b) The professor must ensure that any comments made during the exam can be heard by the student with a hearing impairment. The professor will address the student's questions during the exam, speaking clearly and, if necessary, rephrasing the questions in simpler terms.
 - c) The instructor will allow the student to use their usual support materials and resources; if computers are used, the student may use their own, provided that the instructor first verifies that the device contains no course-related content, has no internet access, and has the spell-checker disabled; otherwise, and always with sufficient advance notice, the student may request a computer from IT via a Jira request ticket or through AENE
 - d) In the case of oral exams, individual tests, or exams outside the classroom, the exam will be recorded so that it can be reviewed later.

SPECIFIC PROTOCOL IV. Students with Deafblindness

1. This condition involves a combined impairment of vision and hearing, resulting in difficulties accessing information, communicating, and moving around.
2. If a student has deafblindness, the following measures will be taken regarding teaching and class attendance:
 - a) The teacher will allow the student to sit in the front rows or in areas that enable them to get the most out of the classes.
 - b) The teacher will allow the use of any assistive devices or resources the student needs.
 - c) The teacher will ensure the accessibility of materials provided to students in class or on platforms, in terms of clarity and print quality, preferably using Word formats.
 - d) If the student has residual hearing, the visual information presented in class must be verbalized; projections, transparencies, and anything written on the board must be read aloud. In the case of videos, a script must be provided to the student in advance.

- e) For individual assignments, the professor will assist the student in accessing the necessary documentary sources.
- f) For fieldwork requiring the student to travel from their usual place of residence, the deadline for submission will be extended.
- g) The instructor will inform the student of the possibility of requesting the National Organization of the Blind of Spain (ONCE) to transcribe written texts into audio files or Braille.
- h) The instructor will provide teaching materials (books, bibliography, presentations, articles, etc.) in advance.
- i) Use an accessible online communication channel (virtual campus, email, etc.).
- j) Provide an accessible seat in classrooms, laboratories, and/or seminars.
- k) It is recommended that the instructor minimize movement around the classroom to facilitate lip-reading, making an effort to face the student.
- l) The instructor will help the student find the most suitable seat in the classroom for optimal learning. The Dean's Office/School or Center Administration must ensure that lighting is adequate to facilitate lip-reading, if this is the communication method used.
- m) Whenever possible, in workshops and seminars, the classroom will be arranged in a circle or a "U" shape so that students can hear all their classmates' contributions.
- n) The instructor will allow the use of any devices or aids the student needs to follow the class. If the student has FM equipment, the instructor must wear the transmitter microphone that sends their voice to the receiver connected to the student's hearing aid. If a classmate speaks, the instructor must hand over the transmitter to them.
- o) The teacher will respect the student's speaking pace.
- p) Allow the use of any human and technical resources the student needs
- q) When showing videos, provide the student with scripts in an accessible format, including a summary of the content. Additionally, the teacher must keep in mind that if the lights are turned off or dimmed, students cannot accurately lip-read the dialogue and comments related to the video.
- r) The teacher will allow the use of any devices or resources the student requires to follow the class. If the student has an FM (Frequency Modulation) system, the teacher must wear the transmitter microphone that sends their voice to the receiver connected to the student's

hearing aid. If a classmate speaks, the teacher must hand over the transmitter.

s) Ensure that doors and windows are not left ajar.

3. In the case of students with total blindness, the following additional measures will be taken:

a) The Dean's Office or School/Center Administration must ensure that the student is familiar with the areas of the campus they must regularly navigate to participate in various academic activities. They must also notify the student in advance of any potential changes to the facilities.

b) The instructor will ensure that the student has the space needed to place their assistive devices during classes.

c) The instructor will provide the student with the necessary reading materials, notes, or any other materials in a timely manner to allow for their conversion into accessible formats.

4. With regard to assessments, the following measures will be taken:

a) Exam adaptation if necessary. Such adaptation may be in oral format, through a sign language interpreter; in this case, it is recommended to record the exam for future review. Or in Braille format, with the ONCE providing transcription, or in electronic format.

b) Allow the student's usual study aids, after verifying that they do not contain any content.

c) Provide written instructions and rules for taking the exams and verify that the student has understood them

d) Oral exams will be recorded so they can be reviewed later.

e) For printed exams, it is recommended to use the Arial or Verdana font, in size 14, 16, or 18, depending on the degree of visual impairment. For exams containing images, graphs, tables, or similar elements, the representations must be adapted—either enlarged or removed—but their content must be provided as text.

f) For exams in formats other than paper, the instructor will use a USB drive containing the adapted exam, and the student may take the exam on a computer. This may be the student's own computer, provided that they first ensure the device is free of content related to the subject being examined, has no internet access, and has the spell-checker disabled; otherwise, and always with sufficient advance notice, the student may request a computer from IT via a Jira request ticket or through AENE

g) The student will be granted 25% more time than the standard exam duration.

- h) If the technical equipment of a student with special educational needs disrupts the exam environment for the rest of the class, the student will be provided with an appropriate space in the classroom; if this is not possible, the student will take the exam in a separate classroom.
- i) Faculty members, through the Dean's Office or School/Center Administration, may request that the National Organization of the Blind of Spain (ONCE) transcribe the exam into Braille, if they deem it necessary.

SPECIFIC PROTOCOL V. Students with intellectual or mental disabilities

1. They are characterized by impairments in cognitive and affective developmental processes: impairments in reasoning, behavior, recognition of reality, or adaptation to life circumstances, without affecting their abilities.
2. If a student has a psychological or mental disability, the following measures will be adopted regarding instruction and class attendance:
 - a) Allow the student to leave the classroom without prior notice if a crisis is imminent.
 - b) Allow more time for class presentations. Consider the possibility of having them present only in front of the instructor.
 - c) Provide course materials in the event of hospitalization or prolonged absences.
 - d) Allow the student to complete group assignments individually if necessary.
 - e) Extend deadlines for submitting assignments.
 - f) Suggest during tutoring sessions that tasks be broken down into successive steps or phases.
 - g) In the event of a crisis during class, call 112.
3. If the student has a hearing impairment, the following measures will be taken regarding assessment tests:
 - a) Provide precise instructions for taking the exams.
 - b) Consider the possibility of administering a short-answer exam if it does not affect the course competencies to be assessed.
 - c) The student will be granted 25% more time than the standard time allowed for the exam.

- d) Allow the student to take the exam alone if justified by the student's personal circumstances.
- e) Allow the use of a computer free of content for taking the exam, in cases of illegible handwriting or writing difficulties. This may be the student's own computer, provided that it is first verified that the device is free of content related to the subject being examined, has no internet access, and has the spell-checker disabled; otherwise, and always with sufficient advance notice, the student may request a computer from IT via a Jira request ticket or through AENE.
- f) Allow the student to sit near the exit and permit them to leave the classroom in the event of a crisis.

SPECIFIC PROTOCOL VI. Students with intellectual disabilities

1. They are characterized by intellectual functioning significantly below average, present from birth or early childhood, and causing limitations in carrying out normal daily activities.
2. If a student has an intellectual disability, the following measures will be taken regarding teaching and class attendance:
 - a) The teacher will provide the student with visual aids to organize information, such as outlines, diagrams, and concept maps, among others.
 - b) The teacher will provide the student with clear work guidelines outlining the steps to follow for assignments, the time required to complete them, and the necessary materials. The teacher will also assist the student in planning their studies and recommend the use of a planner.
 - c) The teacher will assist the student in locating sources, bibliographies, documents, and outlines they need prior to class.
 - d) Anticipate changes as much as possible by providing this information in writing or at the beginning of the class on an individual basis.
 - e) In the case of project presentations, these should preferably be presented individually to the instructor during academic tutoring hours.
 - f) Facilitate the formation of groups, given the difficulties in integrating spontaneously. If it is determined that the level of integration may affect academic progress, provide the option to work individually.
 - g) Be flexible regarding deadlines for the submission of individual assignments.

3. With regard to assessments, the following measures will be adopted:
- a) Written guidelines and instructions regarding the administration of assessment tests will be provided (assessment criteria, time allotted for the exam, additional notes, or any other guidelines deemed appropriate).
 - b) Students will be granted 25% more time than the allotted time to complete the exam.
 - c) Consider the possibility of administering an oral exam or a short-answer exam if it does not affect the course competencies to be assessed.
 - d) The instructor will primarily evaluate the content of the written exam, giving it priority over expression.
 - e) In written exams, if requested by the student, the instructor will read the questions aloud to ensure the student has understood their content.
 - f) Every effort will be made to ensure that the questions are not separated from the answer choices (the question at the end of one page and the answers at the beginning of the next) or that a question begins on one page and continues on another.
 - g) The answer sheet will be provided to the student separately, so that it is not stapled to the end of the exam, to avoid potential errors when answering.
 - h) In the case of oral exams, these will be recorded so they can be reviewed later.

SPECIFIC PROTOCOL VII. Students with Attention-Deficit/Hyperactivity Disorder

1. For the purposes of these Regulations, attention-deficit/hyperactivity disorder is defined as a neurodevelopmental disorder that directly affects the psychological processes of the executive system, such as working memory, the attentional system, motivation, and affect; and executive functions, such as planning, organization, and cognitive flexibility. Individuals with ADHD may exhibit symptoms of inattention, hyperactivity, and impulsivity.
2. In the case of a student with attention-deficit/hyperactivity disorder, the following measures will be adopted regarding teaching and class attendance:
 - a) The teacher will use strategies with the student that promote attention, such as breaking tasks into smaller parts and encouraging participation.
 - b) The teacher will provide personalized monitoring of the student's progress in class.

- c) The teacher will provide guidance on the student's time management and study planning.
- d) The teacher will encourage the student's interaction with peers through workshops and group projects.

3. Regarding assessments, the following measures will be implemented:

- a) The teacher will ensure that the student is seated in a part of the classroom away from potential distractions.
- b) The teacher will grant the student up to 25% more time than the allotted time for completing the exams, recommending that they read the questions carefully and review their answers.
- c) The teacher will prioritize the content of the exam over the student's writing and style of expression.
- d) Efforts will be made to ensure that the questions are not separated from the answer choices (the question at the end of one page and the answers at the beginning of the next) or that a question begins on one page and continues on another.
- e) In multiple-choice exams, the answer sheet will be provided to the student separately, so that it is not stapled to the end of the exam, to avoid potential errors when answering.
- f) Written guidelines and instructions regarding the administration of assessment tests (grading criteria, time allotted for the exam, other observations, or any other guidelines deemed appropriate) will be provided.
- g) The use of scratch paper will be permitted, and it must be turned in along with the exam at the end.
- h) The projected time will be displayed on the board, or access to a clock will be permitted to monitor the time.

SPECIFIC PROTOCOL VIII. Students with dyslexia and/or dysgraphia

1. For the purposes of these Regulations, dyslexia and dysgraphia constitute specific learning difficulties in reading and writing, as well as in other tasks involving the affected psychological functions.
2. If a student has dyslexia and/or dysgraphia, the following measures will be adopted regarding instruction and class attendance:

- a) The instructor will allow the student to use the personal support materials they typically require.
- b) The student will be given additional time to complete reading assignments and written work in the classroom.
- c) If visual aids are used, the teacher will describe aloud what is being shown or displayed so that the student can follow the explanations.

3. Regarding assessment tests, the following measures will be adopted:

- a) In written exams, and upon the student's request, the teacher will read the questions aloud to ensure the student has understood their content, and the student will be allowed to verify whether their understanding of the question is correct.
- b) The teacher will prioritize the content of the written exam over the student's writing style and form of expression.
- c) The instructor will allow the use of a computer for the exam. This may be the student's own computer, provided that the student first ensures the device is free of content related to the subject being examined, has no internet access, and has the spell-checker disabled; otherwise, and provided sufficient notice is given, the student may request a computer from IT via a Jira request ticket or through AENE.
- d) The student will be granted 25% more time than the standard exam duration to allow for proofreading and spelling checks.
- e) A font size of 12-13 will be used, with 1.5 line spacing, and, if possible, specific fonts for this type of difficulty, such as OpenDyslexic.
- f) Use clear, larger images in the exam.
- g) Allow the use of scratch paper, which will be submitted along with the exam upon completion.
- h) Provide written guidelines and instructions regarding the administration of assessment tests (grading criteria, time allotted for the exam, other observations, or any other guidelines deemed appropriate).
- i) Ensure that the questions are not separated from the answer choices (the question at the end of one page and the answers at the beginning of the next) or that a question begins on one page and continues on another.
- j) If the exam is multiple-choice, provide the student with the answer sheet separately, so that

it is not stapled to the end of the exam, to avoid potential errors when answering.

- k) Allow them to use colored pens or markers to underline or highlight parts of the questions.

SPECIFIC PROTOCOL IX. Students with Autism Spectrum Disorder (ASD)

1. For the purposes of these Regulations, ASD is defined as a neurodevelopmental disorder characterized by neural processing that may be reflected in differences in social relationships, communication, anticipation, empathy, language, and mental flexibility.
2. If a student has ASD, the following measures will be adopted regarding instruction and class attendance:
 - a) The teacher will provide the student with visual aids to organize knowledge, such as outlines, diagrams, and concept maps, among others.
 - b) The teacher will provide the student with clear work plans outlining the steps to follow for each task, breaking them down into small, specific tasks, and indicating the time required and necessary materials. The teacher will also advise the student on planning their studies.
 - c) The instructor will provide students with support in locating sources, bibliographies, documents, and outlines they need prior to class.
 - d) Provide materials and bibliography in advance with a clear, chronological organization of the materials to be used in the course, and explicitly communicate any changes, preferably in writing or via email.
 - e) When presenting work, students should preferably present it individually to the instructor during office hours, with additional time provided if necessary.
 - f) Facilitate the formation of groups, given the difficulties students face in integrating spontaneously. If it is determined that the level of integration could affect academic progress, provide the option to work individually.
 - g) To the extent possible, the Dean's Office or School/Center Administration will assign the student a volunteer peer to assist with planning assignments and meeting deadlines.
3. With regard to assessment tests, the following measures will be adopted:
 - a) The instructor will provide the student with written instructions on how to take the exams.
 - b) The student will be granted 25% more time than the standard time allowed for the exam.

- c) The instructor will primarily evaluate the content of the written exam, giving it priority over expression. In written exams, if requested by the student, the instructor will read the questions aloud to ensure the student has understood their content.
- d) Efforts will be made to ensure that the questions are not separated from the answer choices (the question at the end of one page and the answers at the beginning of the next) or that a question begins on one page and continues on another.
- e) If the exam is a multiple-choice test, the answer sheet will be provided to the student separately, so that it is not stapled to the end of the exam, to avoid potential errors when answering.
- f) Written guidelines and instructions regarding the administration of assessment tests will be provided (assessment criteria, time allotted for the exam, other observations, or any other guidelines deemed appropriate).
- g) In the case of oral exams, these will be recorded so they can be reviewed later.
- h) Allow students to take the exam on a computer if they have motor difficulties or if their handwriting is illegible. This may be the student's own computer, provided that they first ensure the device is free of content related to the subject being examined, has no internet access, and has the spell-checker disabled; otherwise, and always with sufficient advance notice, the student may request a computer from IT via a Jira request ticket or through AENE.