

# ANNEX 1 TO THE ADMISSION AND TRANSFER REGULATIONS

## Specific rules of admission to Bachelor's programmes

The specific rules of admission to the Buddhist Theory and Practice programme are set out in Appendix 1.

No other BA programmes are currently offered at The Dharma Gate Buddhist College.

### Appendix 1 to Annex 1

## Specific rules of admission to the Buddhist (Theory and Practice) programme

### 1. Programme and Learning Outcomes Requirements of the programme<sup>1</sup>

**1.1. Name of the bachelor's programme:** BA in Buddhist Dharma

**1.2. Qualification level attainable in the bachelor's programme and the designation of the professional qualification as stated on the diploma**

- Qualification level: QF-EHEA first cycle, bachelor's (baccalaureus, bachelor; abbreviated: BA) degree
- European Qualifications Framework (EQF), Hungarian Qualifications Framework (MKKR), Asian Qualifications Framework (AKKR): level 6
- ISCED 655: LEVEL 6. practice-oriented, leading to a qualification
- professional qualification: Buddhist Teacher
- English designation of the professional qualification: BA in Buddhist Dharma
- optional specializations: Buddhist meditation, history of religion and philosophy, Pali, Tibetan

**1.3. Field of study:**

- MAB/OH: theology
- KEOR 2018; 022 humanities, 0221 religious studies and theology
- ISCO/ESCO: 2616 religious professionals (pastor, religious leader, researcher of religion, missionary, chaplain, religious education teacher)
- FEOR: 2730 (priest, pastor, religious professional), specialization: 2627 (linguist, translator, interpreter), 2622 (historian, archaeologist)

**1.4. Duration of the programme: 6 semesters**

**1.5. Number of credits to be accumulated for obtaining the bachelor's degree: 180 credits**

- Programme orientation: highly practice-oriented (70–80 percent).

**1.6. Aim of the bachelor's programme and professional competencies:**

In the Buddhist education system, the Middle Way or the Noble Eightfold Path is the defining principle. Striving for the harmony of theory and practice, the goal is for the acquired knowledge to become experience through practice, and then for the experiences to be integrated into everyday life. Through acquiring the appropriate attitude, skills, and knowledge, as well as learning and practising Buddhist methods, the aim also includes self-understanding and self-management, comprehension of our existential and life situations, and finding our place in the world.

The College aims to train Buddhist religious and cultural professionals who—through in-depth study and research of Buddhist beliefs, doctrines, traditions, and practices, and with appropriate knowledge and methodological preparation—are able to serve as Buddhist Teachers, meditation instructors, and religious-studies communicators of the Buddhist faith. Their task is the authentic transmission of Buddhist narratives, the support of experiential realization, and the spiritual and religious accompaniment of people's entire lifeworld, based on the methodology of Buddhist practice and reflection.

Buddhist religious professionals are the custodians and transmitters of Buddhist traditions, practices, and beliefs. They participate in conducting and practising Buddhist religious ceremonies, meditations, and retreats, and provide spiritual and moral counselling in line with the Buddhist tradition.

They are prepared to continue their studies in a master's programme.

**Specialisations (30–40 credits):**

- **Buddhist meditation:** leading meditation, spiritual counselling.
- **History of religion and philosophy:** analysis of religious and philosophical texts, interdisciplinary research.

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<sup>1</sup> Adopted by the Senate by Resolution No. 14/2025 (05.29.); the amendment was incorporated into these Regulations by Resolution No. 49/2025 (09.29.).

- **Pali, Tibetan:** reading and translating original texts.

## **1.7. Professional competencies to be acquired**

### **1.7.1. Knowledge:**

- They possess comprehensive knowledge of Buddhist philosophy, the history of religions, the various Buddhist traditions and teachings, as well as the aims and methodologies of Buddhist practices.
- They have proficiency in the technical terminology of Buddhism in the traditional canonical languages (Pali and Tibetan).
- They acquire the foundations of the sacred languages associated with Buddhism (Pāli, Tibetan), together with the methods of knowledge acquisition and problem-solving related to the main theories of the field (historical, exegetical, and meditative approaches in religion and philosophy).
- They have the necessary knowledge to conduct comparative analysis and gain an understanding of East Asian Buddhist cultures, European (particularly Hungarian) culture, and the world religions, spiritual traditions, and philosophical movements that shape them.
- They understand the historical and social contexts of Buddhist teachings and can interpret them through an interdisciplinary lens.

### **1.7.2. Abilities:**

- Able to communicate Buddhist teachings or practices to laypeople.
- Capable of interpreting or translating religious and philosophical texts.
- Able to deliver public lectures.
- Understands and effectively uses the scholarly literature on Buddhism.
- Capable of studying scriptures in their original languages (Pali and Tibetan language specialization).
- Able to understand and interpret philosophical and religious historical concepts and phenomena (specialization in religious and philosophical history).
- Capable of deeply practising the key traditions of Buddhist meditation and understanding their connections to other fields (Buddhist meditation specialization).
- They possess knowledge of effective information retrieval and processing related to their area of expertise.
- They have the necessary digital competencies to create the most important text types in Buddhist studies (such as teachings, educational articles, and academic papers) and to illustrate professional presentations.
- Able to interpret the unique conceptual framework of Buddhism within the context of European religions and academic fields.
- They are capable of lifelong learning, planning, and organizing their independent training while utilizing the widest possible range of ever-evolving and accessible resources.

### **1.7.3. Attitude:**

- They approach contemporary society, its moral, intellectual, and historical phenomena, problems, and challenges, as well as everyday human conflicts, with the three attitudes of the Buddha-Dharma (Teaching): wisdom, virtue, and meditation.
- They strive for self-understanding and for deepening their self-knowledge.
- They are open to authentically conveying and transmitting the comprehensive thinking and fundamental practical aspects of Buddhism, as well as to learning about, accepting, and accurately communicating professional and technological advancements and innovations in their field.
- They strive to solve problems independently or, if their abilities and knowledge are insufficient, in collaboration with others.
- They interpret continuous personal learning as serving the common good.
- They are open to intercultural dialogue.
- With knowledge of traditional Buddhist practices (meditation, yoga, qigong), they integrate a health-conscious mindset and lifestyle into their daily lives.
- Characterized by service-mindedness, patience, compassion, and authenticity.
- Open to working in a community and providing supportive service.

### **1.7.4. Autonomy and responsibilities:**

- Able to make decisions independently.
- Approaches the transmission of Buddhist teachings and the performance of religious and community services responsibly.
- They lead their life according to Buddhist ethics and spiritual attitudes, serving as an example to others.

- Demonstrates moral and professional integrity and, in their activities, adheres to the ethical standards of Buddhism.
- Through their meditation practice, they achieve a deep understanding and direct experience of what they have learned, allowing them to approach others with openness and a willingness to help.
- Plays a role in community activities, counselling, and spiritual care.

### **1.8. Major areas of knowledge:**

#### **1.8.1. Humanities and Religious Studies (15–30 credits):**

- Fundamentals of Philosophy of Religion
- Introduction to Eastern Languages (Scriptural Exegesis)

#### **1.8.2. Core Curriculum (110–140 credits):**

- Buddhist philosophy
- Buddhist Meditation
- Buddhist Scriptures
- Religions and philosophical schools of India
- Theravāda Buddhism
- MAHĀYĀNA (ZEN BUDDHISM)
- Vajrayāna (Tibetan) Buddhism
- Applied Buddhism

#### **1.8.3. Specialized Studies (30–40 credits):**

- Movement meditation
- Buddhist meditation and retreat
- The theory of meditation
- History of Religions
- History of philosophy
- Philosophic disciplines
- Buddhist Technical Terminology (Pāli, Tibetan)
- Reading of Buddhist Specialized Texts (Pāli, Tibetan)

### **1.9. Other knowledge to be acquired**

**1.9.1. Labour market fundamentals:** self-management, employment law, job seeking, entrepreneurship

**1.9.2. Foreign Language Competence:** basic written and oral communication; foundation in specialized terminology

**1.9.3. Financial and IT fundamentals:** digital literacy at ECDL level, basic financial concepts and their application.

**1.9.4. Communication competencies:** technical language use, reasoning, negotiation techniques

#### **1.10. Other provisions relevant to the programme:**

Based on the special provisions of Act CCIV of 2011 on National Higher Education concerning ecclesiastical higher education institutions, the content of the programme is determined by the ecclesiastical legal entity.

### ***2. Internal structuring of the programme for the purposes of admission administration***

2.1. Admission is to the programme. Applications and admission are to the programme. The choice of specialisation takes place after the first semester.

2.2. An admission procedure may be conducted, in the given programme and training level, in programme segments jointly determined by the study formats (modes of study) and the languages of instruction. Actual admission procedures are conducted in the existing segments defined by the existing places of study and study schedules and the existing languages of instruction (hereinafter: segment). At present, the number of segments is 3 (Budapest full-time, Hungarian-language programme; Budapest evening, Hungarian-language programme; Mánfa correspondence, Hungarian-language programme). Admission procedure actions may also be organised jointly for multiple segments.

2.3. One or both of the existing funding schemes may be assigned to a segment, provided there is no legal obstacle to this.

### ***3. /Repealed/***

### **4. Entry requirements**

4.1. Successful upper-intermediate school-leaving examination in all compulsory subjects.

4.2. Successful upper-intermediate school-leaving examination in the compulsory elective subject.

4.3. The provisions of Sections 4.1–2. shall be applied with the appropriate modifications in the case of a school-leaving examination not taken under the rules of the current Hungarian school-leaving examination system.

4.4. An advanced-level school-leaving examination entitles the applicant to additional admission points as specified in Section 8.2.1., otherwise it is neutral for the purposes of admission.

## **5. /Repealed/**

## **6. Principles of admission decision-making**

6.1. Admission decisions within the segment concerned shall be made first by applying exclusion criteria, then by ranking using a uniform scoring method. As a result, the quotas of applicants admissible to state (partial) scholarship-supported and self-financed programmes shall be fully filled—or to the extent permitted by the possibilities in section 5.2 — from among the applicants who have achieved the minimum admission score per component set by the Senate.

6.2. Within the segment concerned, if there is an insufficient number or quality of applications to launch the given segment in practice (see 5.1), all applicants must be offered the opportunity to apply either for a segment that is actually launched or for a higher education vocational programme. Should the applicant not avail themselves of this option, the College will reject the admission application.

## **7. Volume and structure of admission points obtainable by applicants**

7.1. In the admission procedure, a maximum of 450 points may be obtained through examination components—partly in a way that takes secondary-school studies and school-leaving examination results into account.

7.2. For specified and evidenced knowledge, abilities and competencies, a total of up to 50 additional points may be awarded, which can only be credited to the extent that bridges the gap between the points achieved through the examination components and the maximum score.

## **8. Obtaining admission points**

8.1. Obtaining the admission points available through examination components (see 7.1)

8.1.1. Points obtainable in the written examination

8.1.1.1. Up to 100 points may be obtained in a written examination based on a test on the life of the Buddha and basic Buddhist concepts, to be solved on the basis of the scholarly literature published on the College's website.

8.1.1.2. Up to 100 points may be obtained in the written examination by completing the essay section of the written paper, consisting of three parts as follows:

- a) a reading-comprehension task related to an approximately half-page passage quoted from the scholarly literature referred to in 8.1.1.1;
- b) an interpretation task related to the text referred to in point a);
- c) answering one of the optional essay questions concerning Buddhism and/or areas relevant to the applicant's future college studies.

The essay section is scored on the following basis:

- Reading comprehension: 0–20 points;
- Text interpretation: 0–20 points;
- Formulation of independent opinion: 0–30 points;
- Spelling: 0–15 points;
- Grammatical correctness: 0–15 points.

8.1.2. Points obtainable through oral components

8.1.2.1. Up to 150 points may be obtained on the basis of an oral component (admission interview) assessing the applicant's personal commitment (motivation) to Buddhism and/or to areas relevant to the applicant's future college studies.

8.1.2.2. Up to 100 points may be obtained on the basis of an oral component assessing the applicant's suitability to participate in higher education, as follows:

8.1.2.2.1. At the end of Year 11 and Year 12 of public education and in the school-leaving examination, the numeric values of grades achieved (3, 4, 5) in the subjects of history and a foreign language [mother tongue (national minority language) and literature]—or, in the absence of the latter, Hungarian language and literature (Hungarian as a foreign language)—shall be added together; the result shall then be halved and, if necessary, rounded to a whole number in

accordance with the general rules of rounding, and this value shall be taken into account as admission points. In the case of secondary-school studies pursued in a foreign public-education system, a decision may be taken at discretion on the points to be awarded within the above 50-point framework. When determining and finalising points under this sub-point, the study results and school-leaving examination results not yet available at the time of the oral component must be awaited, or, failing that, the reasonable deadline set for their receipt must expire.

8.1.2.2.2. Up to 50 points may be obtained in a conversation aimed at assessing the applicant's general knowledge. The score is determined at discretion.

8.1.2.2.3. If doubling the score under 8.1.2.2.2 yields a result more favourable to the applicant than adding together the results under 8.1.2.2.1 and 8.1.2.2.2, the admission score shall be determined by doubling the score under 8.1.2.2.2. The admission score for applicants holding a higher-education degree shall likewise be determined by doubling the score under 8.1.2.2.2.

8.2. Obtaining additional points (see 7.2)

8.2.1. Additional points obtainable for advanced-level school-leaving examinations (per subject)

8.2.1.1. An advanced-level school-leaving examination passed with excellent (5) results: 16 additional points.

8.2.1.2. An advanced-level school-leaving examination passed with good (4) results: 13 additional points.

8.2.1.3. An advanced-level school-leaving examination passed with satisfactory (3) results: 10 additional points.

8.2.1.4. Under 8.2.1.1–3, additional points shall be determined per subject for all compulsory and compulsory-elective school-leaving examination subjects completed at advanced level by the applicant.

8.2.2. Additional points obtainable for results achieved in academic competitions

8.2.2.1. Per subject, 40 additional points are awarded for a top-10 placing in any subject at the National Secondary-School Academic Competition (OKTV).

8.2.2.2. The placings entitling the applicant to additional points per subject are identical to those that confer additional points in the central admission procedure.

8.2.2.3. The Competition in School-leaving Subjects (National Vocational Academic Competition) also qualifies as a National Secondary-School Academic Competition.

8.2.3. Additional points obtainable for higher-education degrees

8.2.3.1. A master's degree (university undergraduate degree): 23 additional points.

8.2.3.2. A bachelor's degree (college undergraduate degree): 13 additional points.

8.2.3.3. Additional admission points may be awarded in respect of more than one higher-education degree.

8.2.3.4. A supplementary undergraduate programme also qualifies as a master's (university undergraduate) programme.

8.2.4. Additional points obtainable for foreign-language proficiency

8.2.4.1. A state-recognised advanced-level, complex (type C) language examination: 33 additional points. A state-recognised advanced-level type A or B language examination: 23 additional points.

8.2.4.2. A state-recognised intermediate-level, complex (type C) language examination: 23 additional points. A state-recognised intermediate-level type A or B language examination: 13 additional points.

8.2.4.3. Under 8.2.4.1–2, additional points may be awarded in any one language only once, in the manner most favourable to the applicant.

8.2.4.4. A further two additional points are awarded if the language examination under 8.2.4.1–2 was taken in another language relevant to a specialisation of the programme.

8.2.4.5. The provisions of 8.2.4.1–4 shall and must be applied *mutatis mutandis* in the case of a type A or B examination if, due to the applicant's certified special educational needs, they are unable to take a complex (type C) examination.

8.2.5. Restrictions on obtaining certain additional points

8.2.5.1. If the applicant holds a state-recognised language examination as an advanced-level school-leaving examination, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

8.2.5.2. If the applicant holds a state-recognised language examination as a degree obtained in a master's (university undergraduate) or bachelor's (college undergraduate) programme, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

8.2.5.3. If the applicant's advanced-level school-leaving examination and/or degree obtained in a master's (university) or bachelor's (college) programme qualifies as a state-recognised language examination in the same language, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

**9. Amount of the institutional procedure fee**

The institutional procedure fee in all segments and specialisations is HUF 6,000 (six thousand).