

No: 912 /QD-DHQT

Ho Chi Minh City, December 09, 2024

DECISION

On the issuance of regulations on support policies for learners with disabilities at International University, Vietnam National University Ho Chi Minh City

PRESIDENT OF INTERNATIONAL UNIVERSITY

Pursuant to Decision No. 260/2003/QD-TTg dated December 5, 2003, of Prime Minister regarding the establishment of International University - Vietnam National University Ho Chi Minh City;

Pursuant to Decision No. 261/QD-DHQG-TCCB dated April 5, 2010, of Chancellor of Vietnam National University Ho Chi Minh City on the issuance of regulations for implementation of autonomy and accountability for member universities;

Pursuant to Decision No. 867/QD-DHQG dated August 17, 2016, of Chancellor of Vietnam National University Ho Chi Minh City on issuance of regulations on the organization and operation of member universities and affiliated schools under Vietnam National University Ho Chi Minh City;

Pursuant to Law on Persons with disabilities No. 51/2010/QH12 dated June 17, 2010, by the National Assembly;

Pursuant to Law on higher education dated June 18, 2012, and Law on amendments and supplements to a number of articles of the Law on higher education dated November 19, 2018;

Pursuant to Decree No. 28/2012/ND-CP dated April 10, 2012, of Government detailing and guiding the implementation of some articles of the Law on Persons with disabilities;

Pursuant to Circular No. 42/2013/TTLT-BGDĐT-BLDTBXH-BTC dated December 31, 2013, by Ministry of Education and Training, Ministry of Labor - Invalids and Social Affairs, and Ministry of Finance on regulations for education policies for disabled people;

Pursuant to Decree No. 99/2019/ND-CP dated December 30, 2019, of Government on detailing and guiding the implementation of some articles of Law on amendments and supplements to a number of articles of higher education law.

Pursuant to Resolution No. 18/NQ-HDT dated May 16, 2022, of University Council of the International University on the issuance of Regulation on organization and operation of International University, Vietnam National University Ho Chi Minh City;

According to the request of the Head of Office of Students Services in Proposal No. 606/TTr-CTSV dated November 28, 2024.

DECIDE:

Article 1. Attached to this Decision is the "Regulations on support policies for learners with disabilities" at International University, Vietnam National University Ho Chi Minh City.

Article 2. This Decision shall take effect from Semester 2 of the 2024 - 2025 academic year.

Article 3. Head of Office of Students Services, Heads of relevant units, and individuals involved are responsible for implementing this Decision./.

Recipients:

- As per Article 3;
- Board of Presidents (for information);
- Archives: OSS.

PRESIDENT

Le Van Thang

REGULATIONS

on support policies for learners with disabilities at International University, Vietnam National University Ho Chi Minh City

*(Attached to Decision No. 912/QĐ-DHQT dated December 09, 2024
of President of International University)*

CHAPTER I

GENERAL REGULATIONS

Article 1. Scope of Application

1. These regulations apply to learners with disabilities who are studying at undergraduate level at International University, Vietnam National University Ho Chi Minh City (IU, VNU-HCM).

2. Support policies for learners with disabilities currently enrolled at IU, VNU-HCM include: preferential admission; support for learning; support for facilities; participation in student activities and mental health care; financial support; and other conditions to help learners with disabilities integrate well into daily life.

Article 2. Purpose

These regulations are developed to ensure fairness and support for learners with disabilities at IU, VNU-HCM. These policies create conditions for learners with disabilities to have equal opportunities for learning, development, and integration into the higher education environment.

Article 3. General Principles

1. Fairness and non-discrimination: Learners with disabilities have the right to study, participate in extracurricular activities, and use support services like other learners.

2. Confidentiality of information: Information related to the disability status of learners will be kept confidential and used only for the purpose of supporting their learning and daily life activities.

3. Respect and facilitate integration: The university will respect the needs and rights of learners with disabilities, creating favorable conditions to help them participate and develop to the best of their abilities in both academic and daily activities at the university.

Article 4. Definitions and classification

1. Person with disabilities is an individual who is impaired in one or more body parts or suffers functional decline manifested in the type of disability which causes difficulties in work, daily life and study.

2. Types of disability include:

- a) Physical disability;
- b) Sensory disability;
- c) Visual disability;
- d) Mental and psychiatric disability;
- e) Intellectual disability;
- f) Other disabilities.

3. Disability levels

Persons with disabilities are classified by degree of disability as follows:

a) Persons with exceptionally serious disabilities are those whose impairments render them unable to perform by themselves their personal daily-life activities such as walking, dressing, personal hygiene, and other personal needs, and require constant supervision, assistance, and care.

b) Persons with serious disabilities are those whose disabilities result in partial loss or reduction of function, and they are unable to control or perform some activities like walking, dressing, personal hygiene, and other daily needs, requiring supervision, assistance, and care.

c) Persons with mild disabilities are those whose disabilities do not fall into the cases defined at Points a and b of this clause.

4. Individualized Education Plan (IEP) is a document created to meet the special educational needs of each learner, typically for those with learning difficulties, developmental challenges, or disabilities. This plan is developed by a team consisting of faculty members, school psychologist staff, parents, and other specialists, aiming to ensure that learners receive optimal support during their learning process.

CHAPTER II

SUPPORT POLICIES FOR LEARNERS WITH DISABILITIES

Article 5. Preferential admission

1. Persons with exceptionally serious disabilities who have a disability certificate issued by a competent authority, as per regulations, will be considered for direct admission to university. President will base the admission decision on the learner's academic results from secondary school (school records), health status, and requirements of the training program.

2. Persons with serious disabilities are eligible for preferential policy when applying for university admission, in accordance with the regulations on university and college admission procedures issued by the Ministry of Education and Training.

Article 6. Support for learning

1. Exemption or reduction of certain course content, courses, or educational activities

a) Learners with disabilities participating in an inclusive education model shall follow the general education curriculum. In cases where learners with disabilities are unable to meet the requirements of the general education curriculum, the president may decide to adjust, exempt, reduce, or substitute certain course content or courses and educational activities to better suit the learners' needs, as outlined in Individualized Education Plan (IEP).

b) For the National Defense and Security Education course, exemptions or postponements of the course will be carried out according to Article 4 of Joint Circular No. 18/2015/TTLT-BGDDT-BLDTBXH issued by the Ministry of Education and Training and the Ministry of Labor - Invalids, and Social Affairs, or any legal documents that replace this circular. The resolution will be handled by the department responsible for teaching the National Defense and Security Education course.

c) For physical education courses, learners with disabilities may prioritize chess or other non-physical activities. In special cases, the president may decide to exempt learners from this subject.

2. Creating conditions for organizing a convenient timetable and learning environment: Learners with disabilities can request assistance in arranging their timetable, with priority

given to selecting classes at locations that are accessible for mobility and conducive to learning.

3. Exam accommodations:

- Depending on the type and degree of disability, the university provides various forms of assistance for learners with disabilities during exams, including:

a) Extending the exam duration;

b) Allowing the use of assistive devices and medical equipment (appropriate to the learner's disability);

c) Arranging a separate exam room;

d) Providing enlarged exam papers;

e) Offering support for reading and writing;

f) Allowing alternative exam formats.

- Based on the requirements of the course and the lecturer teaching the course, the head of School/Department responsible for managing learners with disabilities will determine the appropriate support to help them complete their exams.

4. Support for learning materials: The university will provide learning materials in formats suitable for learners with disabilities.

5. Assessment of educational outcomes

a) The assessment of educational outcomes for learners with disabilities is carried out based on the principles of encouragement, motivation of the efforts and progress of the learner.

b) The educational outcomes of courses or educational activities that learners with disabilities meet the requirements of the general education program will be evaluated as for regular students, but with reduced requirements for academic performance. For courses or educational activities that learners with disabilities are unable to meet the general requirements, evaluation will be based on the outcomes of the Individual Education Plan (IEP). Courses or educational content that are exempted for the student will not be assessed.

c) For learners with disabilities, the evaluation of training activities will follow the regulations. If learners cannot participate in or meet the general requirements of certain training activities, they will be prioritized, encouraged, and given bonus points based on their

efforts and progress in those activities, depending on the specific context and individual circumstances.

6. Promotion to the next grade level and awarding of graduation diplomas

Based on the learner's academic results and educational activities, the president will make the decision to award graduation diplomas, provided that they meet the required program learning outcomes.

Article 7: Support for facilities

The university will ensure that all facilities are accessible to learners with disabilities, including desks and chairs, wheelchair-accessible paths, elevators, restrooms, and other public areas.

Article 8: Support for participation in activities and mental health care

1. The university will create conditions for learners with disabilities to participate in peer support groups or access learning and psychological counseling services to help overcome psychological and social problems.

2. For learners with disabilities participating in activities, clubs, groups, and soft skills or life skills development programs, they will be given priority and awarded bonus points when evaluating the results of behavior points, in accordance with policies to assess their development progress appropriately.

Article 9: Financial support

1. Learners with disabilities can apply for scholarships or tuition fee assistance from the university's disability support fund. Disabled learners enrolled at International University (IU) are eligible for tuition exemptions, reductions, and study cost support according to the following regulations:

a) Clause 2, Article 15, Decree No. 81/2021/ND-CP dated August 27, 2021, of Government, which stipulates the mechanism of collection and management of tuition fees for education institutions under the national education system and policies on tuition fee exemption and reduction, support for study costs and service charges in the field of education and training

b) Decision No. 191/QĐ-DHQT-CTSV dated March 31, 2011, by President of International University on the promulgation of policy regulations.

c) Decision No. 668/QD-DHQT dated September 16, 2024, regarding the issuance of regulations on tuition exemptions and reductions.

d) Other regulations issued by competent authorities regarding amendments, supplements, or new regulations on policies for tuition fee exemptions and reductions, as well as financial support for students studying at International University.

2. Other forms of support (such as sponsorship scholarships from enterprises, bank loans, health insurance,...) will be considered based on the individual needs and financial circumstances of each learner.

3. If learners with disabilities who drop out or are expelled shall no longer be eligible for receive scholarships or financial support starting from the time of their dropout or expulsion. In cases where learners with disabilities have already received scholarships or financial support but later drop out or are expelled, they are required to return the funds received from the time of their dropout or expulsion to the university.

Article 10: Support for other conditions to help learners with disabilities integrate well into life

1. Assistance in vocational education, job creation, and livelihood support: The university prioritizes introducing learners with disabilities to employers and businesses that have cooperative relationships with IU.

2. Support for access to and participation in transportation: Annually, the university compiles the needs and requests of learners with disabilities and submits proposals to the Management Centre of Public Transport to sponsor transportation costs via public transport.

CHAPTER III

PROCEDURE ON SUPPORT REQUEST FOR LEARNERS WITH DISABILITIES

Article 11. Support request procedure

1. Information registration: Learners with disabilities must submit a support request form along with a disability certification to the Office of Students Services. The application includes:

a) Support request form (Form M01/SVKT)

b) Disability certificate issued by the competent authority according to government regulations.

2. Needs identification: The Office of Students Services will coordinate with the Office of Undergraduate Academic Affairs (for learners with disabilities) and relevant departments to identify the necessary support needs.

3. Approval and Implementation: Once the needs are identified, the university will approve and implement appropriate support measures. Learners will be notified of the support measures as soon as possible.

4. Monitoring and Evaluation: The university will periodically monitor and evaluate the effectiveness of the support measures and make adjustments if necessary to ensure learners receive the maximum assistance possible.

CHAPTER IV IMPLEMENTATION ORGANIZATION

Article 12. Implementation organization

1. Board of Presidents: responsible for approving policies, financial support, and directing the implementation of appropriate support measures.

2. Office of Students Services: the main unit responsible for receiving and processing support requests from learners with disabilities.

3. Office of Undergraduate Academic Affairs: coordinates with schools/departments and relevant units to adjust the curriculum to suit learners with disabilities.

4. Schools/Departments, academic advisors: collaborate with Office of Students Services and training management units to monitor and track the academic progress of learners with disabilities in order to provide timely support.

5. Office of Finance and Planning: responsible for disbursing financial support for learners with disabilities.

6. Office of Procurement Services: purchases and provides additional equipment and tools specifically for learners with disabilities.

7. Clinic: coordinates with the Office of Students Services to propose and implement healthcare, mental health, counseling services, and medication support for learners with disabilities.

8. Youth Union - Student Union: collaborates with Office of Students Services to assist learners with disabilities in physical training and participating in activities designed for them; works with relevant units to organize creative competitions, academic events, and other activities suitable for learners with disabilities to participate and integrate into the community.

CHAPTER V

ENFORCEMENT PROVISIONS

Article 13. Enforcement provisions

1. Heads of units are responsible for ensuring the full implementation of the contents outlined in these regulations.

2. During the implementation process, the Office of Students Services will coordinate with relevant units to advise the Board of Presidents on adjusting or supplementing the contents of these regulations to align with actual circumstances./.

Appendix
Support Request Form

*(Attached to Decision No. 912/QĐ-DHQT dated December 9, 2024
of President of International University - VNU-HCM)*

M01/SVKT

SOCIALIST REPUBLIC OF VIETNAM
Independence - Freedom - Happiness

SUPPORT REQUEST

To: INTERNATIONAL UNIVERSITY, VNU-HCM

Full name : Date of birth:..... Gender:.....

Class : Student ID:..... Schools/Departments:.....

Phone number:..... Email:.....

Permanent address:

.....

Type of disability:.....

Disability level:

Pursuant to Decision No...../QĐ-DHQT dated.....2024 of President issuing the regulations on support policies for learners with disabilities at International University, VNU-HCM, I hereby submit this request for consideration of support for semester.....of the academic year.....

(Student should mark an (X) in the box next to the requested support)

No.	Contents	Support request
1	Support for learning	
2	Support for facilities	
3	Support for participation in activities and mental health care	
4	Financial support	
5	Other support	

I respectfully request the Board of Presidents to consider and approve my request for support in accordance with the university's regulations.

Best regards./.

Ho Chi Minh City,,2024

The applicant