

Special Education Program of Chung Yuan Christian University

Approved at the Special Education Promotion Committee meeting on October 27, 2014

Revised at the Special Education Promotion Committee meeting on May 30, 2018

Revised at the Special Education Promotion Committee meeting on May 10, 2021

I. Basis

- (I) Article 30-1 of the Special Education Act - June 18, 2014.
- (II) Articles 11 and 12 of the Enforcement Rules of the Special Education Act - July 12, 2013.
- (III) MOE's Implementation Directions for Subsidizing Colleges and Universities in Admitting and Supporting Students with Disabilities - October 13, 2016.

II. Purpose

- (I) Provide individualized support services for students with disabilities identified through the special education eligibility assessment at the higher education level, enabling them to fully realize their potential.
- (II) Integrate internal and external resources to establish a comprehensive support network.
- (III) Promote special education, plan various support services, and construct an inclusive and friendly campus environment.

III. Key initiatives in implementation

- (I) Convene a Special Education Promotion Committee meeting every semester.
- (II) Conduct special education eligibility assessments for students.
- (III) Provide living and academic support and guidance for students with disabilities.
- (IV) Organize training on special education knowledge for related assistants.
- (V) Conduct university-wide special education awareness campaigns.
- (VI) Enhance the campus accessibility, developing the spirit of an inclusive and friendly campus.

IV. Eligibility

Students who are enrolled in the University with a "Certificate of Identification for Special Education Students of Colleges and Universities by the Ministry of Education" and students suspected of special educational needs, hereinafter referred to as "students

with disabilities".

V. Special education and support services

(I) Academic support

1. **Course coordination:** Provide consultation and application for course adjustments.
2. **Guidance on learning strategies:** Depending on the needs of the student, invite senior students or lecturers in the department to share experiences on studying and coach them on learning strategies such as note-taking, summarizing, and report-writing.
3. **Arrangement of student assistants:** Recruit students who are passionate about service as volunteers or work-study students to assist with life and learning tasks, such as note-taking, real-time transcription, and recording.
4. **Academic support:** Provide supplementary tutoring for students whose academic performance is affected by their disabilities.
5. **Examination assistance:** Provide adjusted assistance in educational assessments (e.g., examinations and assignments), including extended examination time, arranging individual examination venues, oral examinations, etc.

(II) Life counseling

1. **Assist in providing accessible learning and living environments:** Help with the application for motorcycle or car parking permits, arrange accessible dorm rooms, and coordinate other special needs accommodations.
2. **Offer social and recreational activities:** Diversified activities are organized each semester to foster interpersonal relationships and growth of students with disabilities.
3. **Provide information:** Use social media, phone calls, or text messages to notify students about upcoming events and relevant services.

(III) Support and assistance

1. **Assistive device loan and application:** Provide necessary devices based on the individual needs of students with disabilities, such as translators, voice recorders, laptops, and other learning tools for loan. Coordinate with assistive device centers to help students with disabilities undergo assessments and apply for equipment loans.
2. **Classroom change and adjustment assistance:** Assist in changing classrooms and

adjusting classroom facilities based on the needs of the student with disabilities.

3. **Allocate funding for accessible environments:** Allocate funds to improve and meet the accessible learning environment needs of students with disabilities.
4. **Subsidy application services:** Assist students with disabilities in applying for on-campus and off-campus scholarships and tuition waivers.
5. **Special education awareness:** Conduct awareness campaigns through class visits and university-wide activities to help faculty, staff, and students understand the characteristics of students with disabilities, their special needs, and the necessary support, fostering acceptance, respect, care, and affirmation.

(IV) Transition services

1. **Freshman transition:** Collect information on freshmen to be filed before the commencement of the school year, and organize transition meetings to help students familiarize themselves with the campus environment and accessible facilities.
2. **Career counseling:** Organize career counseling activities to enhance students' self-awareness, provide information on double majors, minors, and academic programs, and offer consultations on transitions and career paths. Additionally, provide strategies to address difficulties based on internship experiences.
3. **Graduate transition:** Organize graduate transition meetings and fill in graduate transition information for social affairs, labor affairs and education units for subsequent assistance.
4. **Graduate employment follow-up:** Survey the employment trends of graduates and invite them to share their learning experiences and insights with current students.

(V) Consultation services:

1. **Counseling service:** Provide care and support for students with disabilities facing life adaptation and psychological challenges, helping them overcome difficulties and emotional distress.
2. **Referral service:** For students with disabilities who require psychological counseling or immediate medical attention, refer them to counseling centers or health services for further assistance.
3. **Notification service:** For students with disabilities experiencing emotional, mental, or academic difficulties, connect with system resources such as mentors, parents, and relevant personnel. Organize case meetings when necessary to help resolve

the issues the students encounter.

4. Provide special education-related professional knowledge and consultation to faculty, staff, students and parents within the university.

VI. Space and environment planning

- (I) On-campus accessible environment planning: Conduct inspections of the University's accessibility environment to facilitate the improvement of a barrier-free campus.
- (II) Accessible teaching space planning: Provide assistive devices and improve classroom accessibility to ensure that students with disabilities can study without barriers.
- (III) Accessible living space planning: Offer accessible dormitory rooms and assist students with disabilities in their accommodation applications.
- (IV) Accessible recreational space planning: Improve campus recreational spaces to meet accessibility standards.
- (V) Dedicated space planning at the Resource Center for Students with Special Educational Needs: Provide spaces for academic tutoring, peer support, recreational activities, and an accessible learning environment.

VII. Human Resources Support and Administrative Assistance

The Special Education Promotion Committee reviews and promotes the university's special education program, collaborating with cross-departmental offices, academic departments, and specialized units related to special education to jointly implement the program. The relevant units and their responsibilities are as follows:

- (I) Office of Academic Affairs:
 1. Organize entrance exams and separate admissions for students with disabilities to universities and colleges.
 2. Coordinate and plan the allocation of spots for entrance exams and separate admissions for students with disabilities in each department.
 3. Special examination services, such as large print examination papers, extended examination time, and special examination venue arrangement.
 4. Application for change of status and exemption of credits for students with disabilities.
 5. Assist in classroom changes and adjustments to teaching spaces.
- (II) Office of General Affairs:

1. Conduct an inventory of campus accessibility facilities.
2. Allocate funds for improving accessible spaces, planning, and enhancing campus-friendly spaces.
3. Review the applications for accessible parking permits based on the actual needs of students with disabilities.
4. Apply for MOE funding for accessibility-related projects.

(III) Office of Student Affairs:

1. Resource Center for Students with Special Educational Need:

- (1) Be responsible for services and affairs related to the students with disabilities at the university.
- (2) Develop and implement individualized support plans and transition plans for students with disabilities, coordinating and integrating relevant on-campus and off-campus units to provide resources and support.
- (3) Provide counseling services for students with disabilities in areas such as daily life, academics, career, and interpersonal relationships.
- (4) Refer students with disabilities to on-campus or off-campus resources or units according to their needs.
- (5) Submit the special education eligibility assessment reports for students to the relevant units.
- (6) Organize training on special education knowledge for relevant assistants and conduct special education awareness campaigns.
- (7) Apply for, implement, and coordinate funding for the " Implementation Plan for Admitting and Supporting Students with Disabilities in Colleges and Universities "
- (8) Convene a Special Education Promotion Committee meeting every semester.

2. Life Counseling Division:

- (1) Assist students with disabilities in applying for tuition waivers in accordance with relevant regulations.
- (2) Assist students with disabilities in applying for scholarships in accordance with relevant regulations.

3. Student Housing Service Division:

- (1) Plan and apply for accessible dormitory room configurations based on needs.
- (2) Manage the application, arrangement, and management of dormitory rooms (including accessible rooms) for students with disabilities.
- (3) Provide assistance and consultation services for students with disabilities regarding dormitory life.
- (4) Organize diversified activities each semester to foster interpersonal relationships and growth of students with disabilities.

(IV) Special Education Center:

1. Assist in special education awareness campaigns.
2. Provide professional consultation on special education.

(V) Language Center:

Assist in processing the exemption from English listening courses for students with disabilities, in accordance with relevant regulations.

(VI) Office of Physical Education:

Assist students with disabilities in applying for special PE classes, in accordance with relevant regulations.

(VII) Departments:

1. Assist in organizing individualized support plan meetings and transition meetings for students with disabilities, inviting relevant personnel to participate.
2. Monitor the academic and life conditions of students with disabilities, provide career and academic counseling, course selection advice, and support, and invite senior students to share learning strategies.
3. Provide and adjust learning spaces and resources.
4. Implement the funding of the “Implementation Plan for Admitting and Supporting Students with Disabilities in Colleges and Universities”.

VIII. Implementation Timeline

- (I) The Program follows an annual implementation schedule, with revisions made as needed based on demands.
- (II) After receiving reports of new students with disabilities, the special education student assessment will be carried out according to the special education student

assessment timeline. Before the mid-term exams, an individualized support plan will be developed based on their specific needs, and regular reviews and adjustments will be made throughout the semester.

IX. Budget estimate and sources

The funding required for this Program will be provided by the Ministry of Education through the "Implementation Plan for Admitting and Supporting Students with Disabilities in Colleges and Universities " subsidy, campus accessibility improvement program subsidies, or other relevant project subsidies. Any shortfall will be covered by the university.

X. Expected outcomes

- (I) Enhance the adaptation of students with disabilities to campus learning and life.
- (II) Increase the independence, responsibility, and problem-solving abilities of students with disabilities.
- (III) Create an accessible campus with both friendly hardware and software environments, as well as an interactive atmosphere.

XI. This Program, after being approved by the Special Education Promotion Committee, will be submitted to the Principal for announcement and implementation. The same process will apply for any revisions.