

Support System for Challenged Students



Guide for Faculty and Administrative Staff Members



Doshisha, Challenged Assistance for the Right Education

Do, CARE

 DOSHISHA UNIVERSITY

Doshisha University Guidelines for Support for Challenged Students

Established on February 28, 2013
Revised on February 19, 2015

These guidelines specify matters related to support for all students with disabilities at Doshisha University.

1. Basic Principles

- 1) Doshisha University shall provide students with disabilities who are enrolled at the University with schooling support, including mainly support for access to classes and information, to ensure that they can enjoy the full benefit of their university experience under conditions equal to those for other students.
- 2) The President shall be committed to establishing and implementing the regulations and financial measures necessary to achieve the objectives specified in these Guidelines and perform effective support.
- 3) Schooling support shall be provided based on the advanced initiatives that have been developed at Doshisha University. If it is difficult to determine specific details of support, they shall be determined by reference to the “practical consideration” prescribed in the Basic Act for Persons with Disabilities, as well as the standards and criteria provided in the report (1st summary) by the “panel on schooling support for students with disabilities” of the Ministry of Education, Culture, Sports, Science and Technology.
- 4) Schooling support for students with disabilities shall be provided in principle in response to a request from a student (or his/her guardian).
- 5) No double standards shall be applied with respect to grading. Specific details of schooling support shall be determined through meetings between the University (relevant Faculty, Office of Student Disability Services, etc.) and the student (and his/her guardian), which are in principle held when the student takes the entrance examination, enters the University, and advances to the next year, to obtain sufficient agreement and common understanding, and shall be provided by the University.
The timing of determining the specific details of support shall be flexibly arranged taking into consideration the degree of the student’s disability and when agreement and understanding are reached.

2. Details of Schooling Support

- 1) Pursuant to the basic principles above and based on the support needs of each student with a disability, relevant departments of the University shall take action on a case-by-case basis through close mutual partnerships and cooperation.
- 2) Specific examples of case-by-case action shall be specified separately.
- 3) Administrative operations related to these Guidelines shall be handled by the Office of Student Disability Services, Student Support Services Center.
- 4) Revision or abolition of these Guidelines shall be decided by the President after deliberation among Assistant Deans and Chairs.

Supplementary provision

These Guidelines shall take effect on April 1, 2015.

Definitions of terms

Challenged

In the United States, people with disabilities are increasingly called “the challenged.” The aim of using this term is to present positive images of such people, such as “those who are given challenges by God” or “those who are capable of tackling challenges.”

Disabilities (“Shogai” in Japanese)

Doshisha University expresses the Japanese term for disabilities without using the *kanji* character that means hazard.

Support for access to academic programs

Refers to all kinds of support to ensure that students with disabilities can have access to all the academic programs they desire on an equal footing with other students.

Support staff

Support staff members conduct activities to assist students with disabilities. Our university students, as well as people outside the university, are registered as support staff members. Members are recruited and registered according to the types of support requested by students with disabilities, and conduct activities on a semester basis.

Protection of private information

Challenged students are sometimes very sensitive about their disabilities, as some of them have a developmental or mental disorder in addition to their physical disability. Office of Student Disability Services strictly manages personal information of challenged students and will certainly obtain consent of the students whenever disclosure or provision of any of their information is necessary.

Work of coordinators providing support to challenged students

- * Coordinating assistance regarding curricular courses of students with disabilities using the support system, and responding to their concerns, questions, opinions, inquiries, requests, etc.
- * Handling recruitment, registration, training, placement and follow-up of support staff members
- * Holding lectures, workshops and other events targeting students
- * Handling administrative procedures and responding to concerns, questions, opinions, inquiries, requests, etc., of support staff members regarding their activities
- * Organizing educational programs that may help the autonomous growth of students with disabilities and support staff members
- * Hosting faculty member training sessions, end-of-the-semester sessions, Challenged Camp, etc.
- * Facilitating collaborations with external organizations (Japan Student Services Organization, PEPNet-Japan, other universities, etc.)

Support Target and Structure

● Target of Support

Support for access to academic programs is available for all students at Doshisha University and provided to the extent possible.

● Scope of Support

[Support for access to information]

- Curricular courses, examinations
- Programs that are deemed equivalent to curricular courses by the Dean (lecture meetings, etc.)
- University events that are recognized as necessary (convocation ceremony, commencement, ceremony for bestowing degrees, etc.)
- Other programs approved by the University (guidance, seminars, etc.)

[Facilities]

- Improving facilities on campus (bathrooms, library, etc.)

[Support for student life]

- Assistance necessary to ensure a safe and healthy student life
- Assistance for movement (limited to movements necessary for access to classes)
- Eating assistance, toileting assistance

Consult us for the kinds of assistance below.

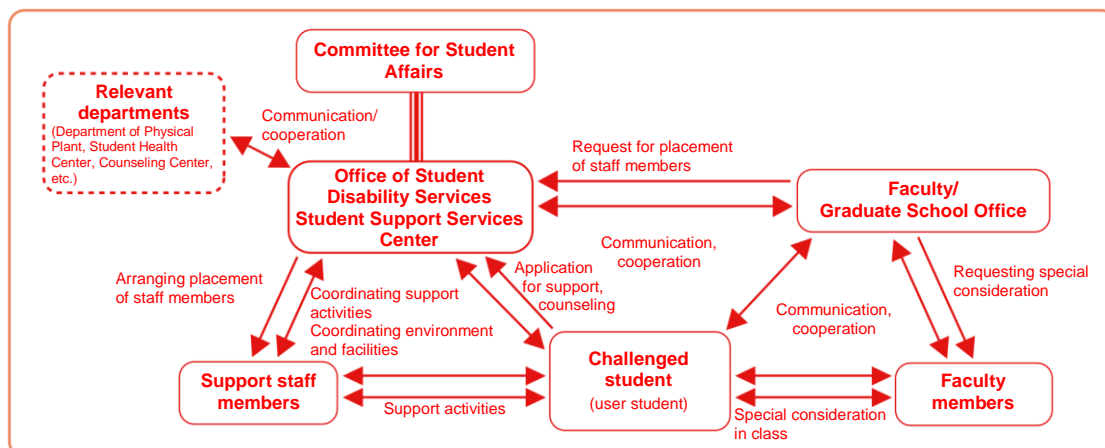
- Acts considered medical practice (requiring highly professional techniques or knowledge)
- Acts that are related to health or physiological phenomena but not considered highly urgent or necessary
- Provision of materials in Braille translation that are related to curricular courses but used mostly as supplementary materials

● Support Details

Specific assistance for each challenged student is decided after the University (relevant Faculty, Office of Student Disability Services, etc.) and the student (and his/her guardian) have reached sufficient agreement and common understanding, and will be provided by the University.

● Operation Structure

Measures to enhance the Support System for Challenged Students are examined and discussed at the Assistant Dean/Chair (Student Affairs) Meetings. Based on the results of deliberations at the Assistant Dean/Chair (Student Affairs) Meetings, the support system is operated mainly by the Office of Student Disability Services, Student Support Services Center, in cooperation with, and through understanding of, the Faculty/Graduate School Offices and other relevant departments and faculty members.



Definitions of the terms for support activities

● **PC translation (computer translation)**

Means communicating what is taught or occurring in class by typing on a computer. Touch-typing* requires the ability to type fast. Since two or more interconnected PCs are used in classes, a certain level of knowledge and skills are necessary.

* Touch typing: Typing without looking at the keyboard

● **Note-taking**

Means communicating what is taught or occurring in class (including statements of students and the atmosphere of the classroom) by writing notes. Unlike writing personal memos or notes, the ability to write quickly, correctly, and in an easy-to-read manner is required.

● **Guiding**

Means attending to a student who has difficulty in moving around alone, to assist him/her in walking or to guide him/her.

● **Text file editing**

Means scanning texts or documents and converting them into electronic data, and then correcting misread parts. The ability to edit texts correctly, carefully and patiently using PC functions is required.

Types of Support Activities (classified by the type of disability)

Hearing disability

PC translation, note-taking, sign language interpretation, video transcription, subtitling, providing consumables (loose-leaf binders, pens, etc.)

Lending devices

[Recording devices] IC recorder, tape recorder

[PC-related items] PC set for translation, flash memory

[Other] Hearing loop, desktop penlight, remote support equipment (iPad, etc.)

Visual disability

Converting lecture materials, examination questions, etc., into electronic data, making enlarged copies of such materials, Braille translation, face-to-face reading, writing/reading on behalf of the challenged student, guiding (for moving around on campus), allowing use of Braille equipment or reading magnifiers, access to rooms for Braille books/face-to-face reading, special consideration in class (seating position in classrooms, etc.)

Lending devices

[Recording devices] IC recorder, tape recorder

[PC-related items] PC for voice recognition

[Other] Portable reading magnifier, portable Braille board, high-powered loupe, monocular, desktop fluorescent light

Motor disability

Writing on behalf of the challenged student, wheelchair assistance (for moving around on campus), toileting assistance, eating assistance, allowing entry by car and permission for parking, allowing access to a break room for stretching

Lending devices

[Recording devices] IC recorder, tape recorder

[For assistance] Manual wheelchair, stretch mat, shower chair, desk for wheelchair, space heater, blanket, electric bed

[PC-related items] Input-assisting instrument (cellphone type, stick type, ball type)

Internal disability

Guiding (for moving around on campus), allowing entry by car and permission for parking, allowing use of shower rooms on campus

Special consideration in class (seating position in classrooms, permission for entry/leaving during class), lending devices (tablet terminals, etc.)

* For students with disabilities not listed above, details of support will be determined depending on their needs.

To Faculty Members...

Disabilities vary among individuals. Please understand that the necessary learning means and methods should be different depending on the location, degree, and history of the disability of each individual. As for the Doshisha students using this support system (challenged students), relevant department staff members meet them in advance to identify the points to be noted in class, which will be communicated to relevant faculty members by the relevant Faculty/Graduate School Office.

Please pay as much attention as possible to the matters listed below.

* For general points to be noted regarding students with hearing, visual, motor, or internal disabilities, see the following pages.

● Syllabus description

The appropriate form of translation/interpretation (note-taking, PC translation, sign language translation, etc.) and the type of support to be provided are determined after the student attends the first class of each course. Please describe clearly in the syllabus in what ways your course will be conducted (as a seminar, by lectures, through questions & answers, using mathematical expressions and figures, using audiovisual materials or not, using foreign languages, etc.), or explain directly to the challenged student in class.

● Special considerations desired for the final examination

Special considerations listed below are provided depending on the type or degree of disability. When you have any challenged student in your class, consult the relevant Faculty/Graduate School Office as early as possible.

- 1) Extending the examination time (1.3 or 1.5 times the normal examination time)
- 2) Special consideration for listening-style examinations (allowing taking exam. in a different room, preparing a different type of exam instead, etc.)
- 3) Translating the examination questions into Braille, and translating answers in Braille back into printed letters
- 4) Enlarging and changing fonts of the examination questions
- 5) Other considerations necessary depending on the type of disability

● Faculty member training

A training session for faculty members is held every year for the purpose of improving preparedness and deepening understanding on the university side so as to ensure that students with disabilities can receive education under conditions equal to those for other students. Your participation will be greatly appreciated.

● End-of-the-semester session

At this session, the challenged students using the support system and support staff members exchange opinions on individual cases of support activities with the aim of improving the system, while deepening friendships between them. Participation by faculty members would also be greatly appreciated.



Points to be noted in class regarding students with hearing disabilities

Please pay as much attention as possible to the points below.

[When checking attendance]

- When vocally checking attendance, give a signal with your eyes or use other means to attract attention.

[Before class]

- We provide copies of each challenged student's textbook to his/her support staff members as preparatory material for support. If possible, please lend the textbook to the support staff.
- When using visual materials, such as a PowerPoint presentation, provide the challenged student and his/her support staff members with printed images of the presentation.

[During class]

Demonstratives

- In PC translation and note-taking, staff members will try hard to input what you say as exactly as possible. So please avoid using demonstrative pronouns, such as "here" and "there," and indicate what you specifically mean.

Lip speaking (lip reading)

- For students who are able to lip-speak (lip-read), please pronounce words clearly with distinguishable mouth movements in class, and be careful not to speak with your back to the students while you are writing on the board.
- For students who are unable to lip-speak (lip-read), who rely mostly on written information, please give other forms of consideration, such as providing written materials or increasing the information written on the board.
- * **Please respect the means of communication that each student with a hearing disability has acquired in his/her own living environment, whether it is sign language or lip-speaking.**

Hearing aid

- A hearing aid is very useful for some people but not effective for others. Please also understand that since a hearing aid amplifies all the sounds around the user, even a user who can hear well with a hearing aid in quiet places may have difficulty hearing in noisy places.

PC translation input data (log)

- PC translation input data (log) are kept responsibly by the relevant challenged student. If you are able to check whether translation is performed properly, please contact the Office of Student Disability Services.

Submission of reports in class

- When assigning a task of writing a report immediately after seeing a video material, etc., please make sure that the contents of the video are correctly communicated to the challenged student. A video subtitling service is available. (See below.)

[Before using visual material]

Special consideration for students with hearing disability is provided basically at the discretion of each lecturer. Please prepare material that can help the students understand the contents.

For only material to be used in curricular classes, **subtitling** and **transcription services** are available at the Office of Student Disability Services to the extent possible if requested beforehand. Before requesting this service, read the caution below.

Please deliver the material to the Office of Student Disability Services at least 2 weeks (or 3 weeks if the material is in a foreign language) prior to the scheduled date of use, in principle.

* We will produce subtitled data after copying the material you deliver to us. So subtitles will not be put directly in your material. If subtitling cannot be performed due to copyguard protection or other reason, only transcription service is available.

Points to be noted in class regarding students with visual disabilities

Please pay as much attention as possible to the points below.

[Before class]

- For weak-sighted students, please prepare enlarged copies of the resume and other material for the course.
Providing the students with the material as electronic data by email or other means in advance will enable the students to participate in the course more easily.

[During class]

Seating position in classroom

- For weak-sighted students, please provide and then fix seating that enables them to see the blackboard clearly, if requested. Be particularly careful when you designate seats of students for language courses, etc.

Demonstratives

- Please avoid using demonstrative pronouns, such as “here” and “there,” and indicate what you specifically mean. Also be careful about using a pointer.

Writing on board

- Students with visual disabilities rely mostly on spoken information. So when you write on the board, please read out what you are writing.
- When using a graphic figure, explain it as detailed and slowly as possible.
- Note that weak-sighted students see the blackboard using an assistive device. So please write in large letters.

Submission of reports in class

- When assigning a task of writing a report or comments in class, which requires a support staff member to write on behalf of the challenged student, please allow submission by e-mail or other means upon consultation with the challenged student.

[When using visual material]

- When using a PowerPoint presentation or other visual material, please note that images projected on a screen are hard to see for weak-sighted students and turning off the light of the room makes it difficult for them to use their assistive device. So please prepare printed or electronic data of the contents of the presentation and hand it or e-mail it in advance to the students.
- When using a video that has many subtitles or the contents are hard to understand just by listening, please prepare a resume summarizing the contents in advance or lend the relevant DVD or video to the challenged student.

[Braille translation]

- For Braille translation of textbooks, examination questions or other materials, consult the relevant Faculty/Graduate School Office in advance. Braille translation of textbooks is basically available for the textbooks written on the syllabus. Translation progresses along with the progress of the course and the translated parts will be provided in phases. If you use printed or electronic data instead of a textbook, please submit the material for Braille translation to the relevant Faculty/Graduate School Office at least two weeks before the class.
- If you give an examination other than the final examination and need Braille translation for it, consult the relevant Faculty/Graduate School Office as soon as your examination method has been determined. Note that Braille translation of graphic figures may be difficult.

Points to be noted in class regarding students with motor disabilities

Please pay as much attention as possible to the points below.

[Before class]

We provide copies of each challenged student's textbook to his/her support staff members as preparatory material for support. If possible, please lend the textbook to the support staff.

[During class]

Seating position in classroom

- If the classroom location or seating position is not appropriate for a student with motor disability, please consider changing his/her seat or the classroom after consulting the student. Please also understand that it may take a long time for a student with motor disability to move to a classroom, especially when the campus is crowded.

Submission of reports in class

- When assigning a task of writing a report or comments in class, which requires a support staff member to write on behalf of the challenged student, please allow submission by e-mail or other means upon consultation with the challenged student.

Points to be noted in class regarding students with internal disabilities

Please pay as much attention as possible to the point below.

[During class]

Seating position in classroom

- If the classroom location or seating position is not appropriate for a student with internal disability, please consider changing his/her seat or the classroom after consulting the student. Please also understand that the student may have to enter/leave the classroom during class.

Students with non-physical disabilities

Apart from students with physical disabilities, some students may have a developmental or mental disorder. Your careful consideration and action on a case-by-case basis would be highly appreciated depending on the types and demands of the disabled students.

Points to be noted regarding support activities by support staff members

[Support staff members]

The Office of Student Disability Services dispatches support staff members who provide assistance (note-taking, PC translation, writing on behalf of challenged students, activity assistance, etc.) for students with disabilities. Support staff members wear a dark blue jacket (or a neck-strap staff ID card) so that they will not be confused with the students taking the class. When you have any questions or comments, address them directly to the challenged students.

- One to four staff members may accompany a challenged student in a class. Please understand that since note-taking and translation requires concentration and therefore note-takers or translators have to take turns every 10 to 15 minutes, they may change seats or speak to each other during class.
- Support staff members are attending for the purpose of assisting challenged students and they are not participants of the class. If you want to tell something to any support staff member, do so after obtaining consent of the challenged student receiving assistance.
- If a support-receiving student does not show up **within 30 minutes** from the start of class, his/her support staff members will leave the classroom. They may also leave/enter the classroom for other reasons.
- Chat by other students may inhibit support staff members from catching what the instructor is saying. If you notice such behavior, please give a warning to them.
- Please tell your students to speak loudly and slowly in a seminar-type class or other occasions where they give opinions or presentations.
- According to statistics, normally 350 word characters are spoken in a minute on average, of which a person can write down 70 characters/minute on average and type about 150 characters/minute. To improve the accuracy of information communicated by note-takers/PC translators, your cooperation, such as speaking slowly and loudly, is kindly requested.



Support staff

A staff jacket is provided for support staff members. For promoting the Support System for Challenged Students and showing they are acting as support staff, they wear this jacket during the activities.



What is "Do, CARE"?

It is an acronym for Doshisha, Challenged Assistance for the Right Education, meaning Doshisha University's support of challenged students to ensure equal education opportunity. The acronym CARE also represents the meaning of "caring." Holding and supporting these two meanings with both hands is the vision the Office of Student Disability Services aims at.

To Administrative Staff Members...

- In dispatching support staff members, it is necessary to know the courses each challenged student is registered in. So we request submission by the relevant Faculty/Graduate School Office of a list of registered courses or other related documents to the Office of Student Disability Services.
- Support staff members may be dispatched for guidance meetings or examinations related to curricular courses. So we request relevant departments to submit an application letter when requested by a challenged student.
- If the classroom location or seating position is not appropriate for a challenged student, please consider changing his/her seat or the classroom after consulting the student.
- Please notify the Office of Student Disability Services of any inquiry or request raised by a challenged student regarding his/her class.
- If special consideration seems necessary for an examination or other occasion, consult the Office of Student Disability Services as early as possible.
- When cooperation of other departments is necessary regarding the devices used in class or the facilities necessary for a challenged student's life on campus, the office of the student's faculty is requested to coordinate such cooperation.
- For lecture meetings or seminars organized by each department, we request consideration of challenged students on the hosting department side. If you need any assistance of the support staff for such event, consult the Office of Student Disability Services.

Support System for Challenged Students -scope of support -

* To use this system, registration with the Support System for Challenged Students is required.

		Undergraduate student	Graduate student	Non-degree student/ research student	Credit-transferred student	Auditor	
Hearing disability	Note-taking	Curricular course Ceremony, etc.	○ (Application required)	△ (Application required)	△	△	
	PC translation	Curricular course Ceremony, etc.	○	△	△	△	
	Sign language interpretation	Curricular course Ceremony, etc.	○	△	△	△	
	Video subtitling	Curricular course	○	△	△	△	
	Video transcription	Curricular course	○	△	△	△	
	Braille translation	Curricular course	○	△	△	△	
Visual disability	Converting into electronic data	Curricular course	○	△	△	△	
	Face-to-face reading	Curricular course	○	△	△	△	
	Writing on behalf of challenged student	Curricular course	○	△	△	△	
	Reading on behalf of challenged student	Curricular course	○	△	△	△	
	Guiding (for moving around on campus)	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	△	△	
	Guiding (for commuting)	Curricular course	○	○	○	○	
	Lending Braille equipment		○	○	○	○	
	Access to Braille book room		○	○	○	○	
	Access to face-to-face reading room		○	○	○	○	
	Facilities for the visually impaired		○ (To be installed as needed)	○ (To be installed as needed)	○ (To be installed as needed)	○ (To be installed as needed)	○ (To be installed as needed)
	Braille translation of ceremony bulletins		○ (Application required)	○ (Application required)	△	△	
Motor disability	Assistance for matters outside campus life		△	△	△	△	
	Entry by car and parking on campus	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	○	○	
	Writing on behalf of challenged student	Curricular course	○	△	△	△	
	Wheelchair assistance (for moving around on campus)	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	△	△	
	Wheelchair assistance (for commuting)	Curricular course	○	○	○	○	
	Lending a desk for a wheelchair		○	○	○	○	
	Lending a wheelchair		○	○	○	○	
	Facilities for the motor-impaired		○ (To be installed as needed)	○ (To be installed as needed)	○ (To be installed as needed)	○ (To be installed as needed)	
	Assistance for campus life		○	○	△	△	
	Assistance for matters outside campus life		△	△	△	△	
Intellectual disability	Entry by car and parking on campus	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	○	○	
	Various kinds of assistance (for moving around on campus)	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	△	△	
	Various kinds of assistance (for commuting)	Curricular course	○	○	△	△	
	Support for campus life	Curricular course Ceremony, etc.	○ (Application required)	○ (Application required)	△	△	
	Support for matters outside campus life		△	△	△	△	

At present

○ : Available

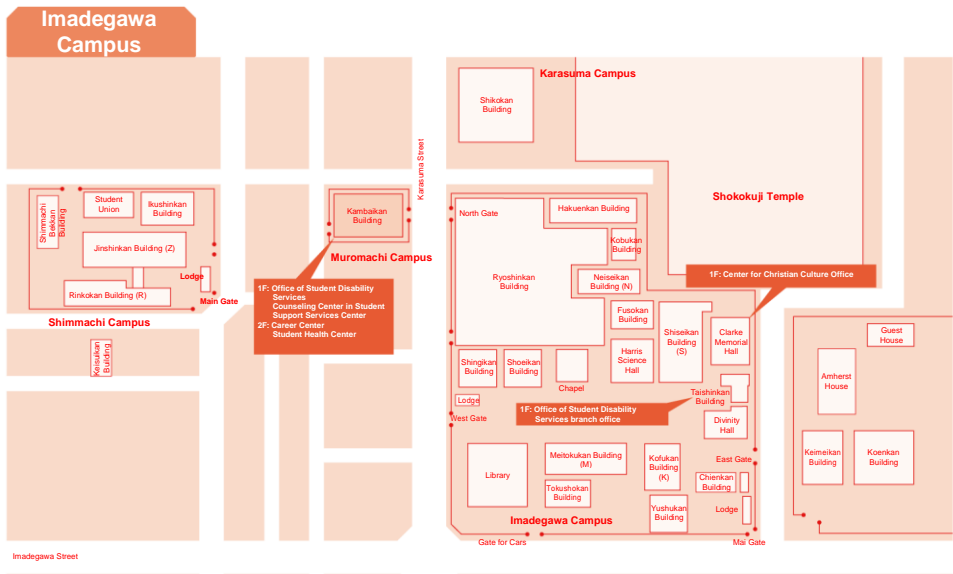
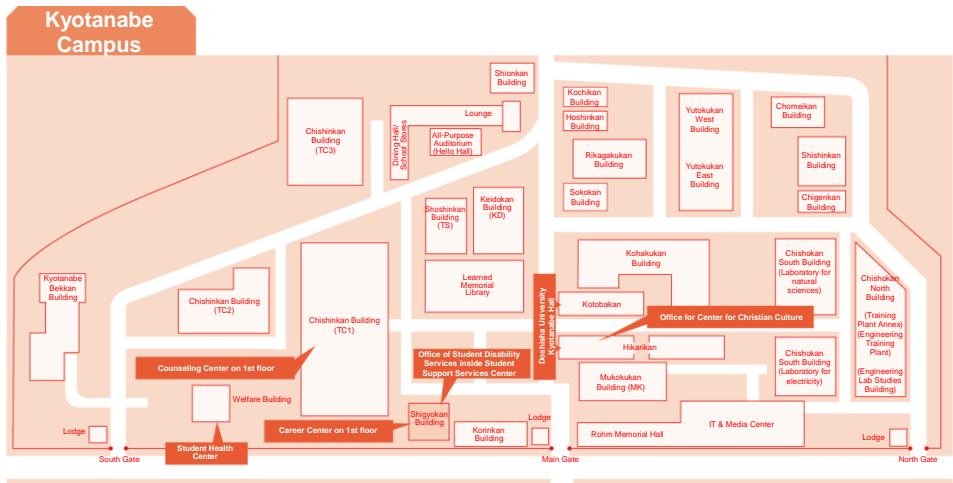
△ : Available depending on the situation

— : Consultation required

* For students with disabilities not listed above, details of support will be determined depending on their needs.

* Extracurricular activities that are deemed necessary by the University (guidance meetings, seminars, etc.) are included in the scope of support.

MEMO



Sign language translation or PC translation at Convocation Ceremony For students with hearing disabilities and their family members, **sign language translation and PC translation services are available at the convocation ceremony.** For students with visual disabilities and their family members, **a Braille ceremony bulletin can be prepared if requested.** To use these services, please contact the Office of Student Disability Services by the second week of the month before the convocation ceremony.



Contacts/inquiries about the Support System for Challenged Students
Office of Student Disability Services, Student Support Services Center
 Official website: <http://challenged.doshisha.ac.jp/>

The Office of Student Disability Services is staffed with full-time coordinators and assists students with disabilities in their academic life on campus. Feel free to visit us.

- **Kyotanabe Campus, Shigyokan Building, 1st floor**
 1-3 Tatara Miyakodani, Kyotanabe-shi 610-0394
 Tel: 0774-65-7411/Fax: 0774-65-7024
 Email: jt-care@mail.doshisha.ac.jp
- **Imadegawa Muromachi Campus, Kambakan Building, 1st floor**
 103 Goshō Hachiman-cho, Kamidachiuri-nishi-iru, Karasuma-dori, Kamigyo-ku, Kyoto 602-0023
 Tel: 075-251-3273/Fax: 075-251-3099
 Email: jt-care@mail.doshisha.ac.jp
- **Imadegawa Campus, Taishinkan Building, 1st floor**
 Tel: 075-251-3261/Fax: 075-251-3299

■ **Office hours: 9:00 to 17:00 on weekdays (closed from 11:30 to 12:30)**
 * Office hours during breaks may be different. Please check the website or bulletin boards.