



SDA Center's HP



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Doshisha University

Center for Student Diversity and Accessibility Support

Pamphlet



Center for Student Diversity and Accessibility Support

In April 2021, Doshisha University established the Center for Student Diversity and Accessibility Support (hereinafter referred to as the SDA Center).

The purpose of the SDA Center is to promote a university-wide collaborative framework to ensure that students with physical, mental, developmental, and other disabilities, as well as students with diverse genders, sexual orientations, and gender identities, receive the necessary and appropriate support and opportunities in their campus lives, and to encourage all students to coexist with mutual respect for each other's diverse personalities and identities.

The SDA Center provides counseling and advice to students on a variety of issues. It also makes recommendations for improving the diversity environment and facilities/equipment, and conducts educational and training activities to promote understanding of the concept of diversity.

If you have questions or concerns about your studies, support staff for disability services, or gender and sexuality, please feel free to visit the SDA Center.

Doshisha University Diversity Promotion Statement

Doshisha University is founded on the spirit of "conscience education," following the aspiration of its founder, Joseph Hardy Neesima, to foster "people who can be called the conscience of the nation." The original meaning of the English word "conscience," which was translated into Japanese as "ryoshin" (良心) in the late 19th century, is "knowing together."

We have created opportunities for members of the University to understand and care for each other by learning together about different ideas and values on a campus full of diversity and tolerance realized through the practice of "conscience education." This resonates with Neesima's idea expressed in his speech on the 10th anniversary of the founding of the university that "each and every person is precious."

With this founding spirit and history in mind, the University will continue to promote diversity by taking the following initiatives to nurture individuals with the ability to create new ideas based on their differences, while understanding, living with, and coexisting with others who have different values and circumstances.

1. We will foster a campus where members of the University from diverse backgrounds can learn and work together, regardless of nationality, gender, disability, sexual orientation/gender identity, culture, religion, ideology, or beliefs.
2. We are committed to ensuring that members of the University can fully demonstrate their individual abilities in education, research, and other activities, and creating an environment in which diverse individuals can participate equally in these activities.
3. We will establish a support system for members of the University who require reasonable accommodation and promote awareness of the need to eliminate social barriers.
4. We will raise awareness of diversity and develop individuals with diverse viewpoints who can respect the human rights of all people.

Doshisha University

Do you know about the Act for Eliminating Discrimination against Persons with Disabilities?

What is the Act for Eliminating Discrimination against Persons with Disabilities?

The act aims to create an inclusive society where people with and without disabilities can live together while respecting each other's individuality.

(Note) Its official name is “障害を理由とする差別の解消の推進に関する法律” (Act on the Promotion of Elimination of Discrimination Based on Disability)

This act prohibits unfair and discriminatory treatment and requires the provision of reasonable accommodation with the goal of creating a society of coexistence regardless of the presence or absence of a disability.

Who are considered “persons with disabilities”?

The term “persons with disabilities” in this Act refers not only to those with a physical disability certificate.

It covers all people with physical, intellectual, or mental disabilities (including developmental disabilities or higher brain dysfunction), and people with other disabilities (including disabilities caused by intractable diseases) in their mental or physical condition whose daily or social life is substantially and continuously limited by the disabilities or barriers in society.

What is “prohibition of unfair and discriminatory treatment”?

This Act prohibits the national government, local public agencies, and businesses such as companies and shops (*including universities) from discriminating against persons with disabilities on the basis of their disability without a legitimate reason.

This is called “prohibition of unfair and discriminatory treatment.”

What is “provision of reasonable accommodation”?

Because of social barriers, daily life can be challenging for persons with disabilities.

This act obligates the national government, local public agencies, and businesses such as companies and shops to respond, to the extent that it is not too burdensome for them to do so, when a person with a disability expresses (note) specific needs for accommodations to remove such barriers.

This is called “provision of reasonable accommodation.”

(Note) This means when the intention of a person with a disability is communicated through various means such as speech (including sign language), Braille, enlarged print, written communication, signals using physical objects or gestures, and touch. It also includes when the person's intention is communicated through a person who helps the person to communicate, including an interpreter, a family member of the person, a supporter, a caregiver, or an attorney.

Reference: Cabinet Office brochures

“Act for Eliminating Discrimination against Persons with Disabilities Goes into Effect!”
“Act for Eliminating Discrimination against Persons with Disabilities Has Been Revised!”

Support details of the SDA Center

The following are examples of the support services we provide. What support services are necessary and appropriate for class participation will be determined after a meeting with the coordinator based on the supporting materials.

Those who need hearing assistance

Examples of problems

Unable to hear or have difficulty in hearing what is being said
Too sensitive to environmental noise due to hyperacusis
Unable to follow group discussions or other debates
Having hearing difficulties or problems that are not obvious to others

Examples of support

Information security (PC translation, note-taking, and sign language interpretation), use of voice recognition software, video transcription, provision of consumables (loose-leaf binders, pens, etc.), use of noise-canceling earphones



PC translation

Example of lending devices

Recording device : IC recorder
PC-related : Laptop computers for interpretation, voice recognition software, flash memory
Others : Desktop penlight, remote support equipment (tablet terminal), video camera
Roger microphones, smart pens

Those who need visual assistance

Examples of problems

Difficulty in reading (e.g., textbooks, handouts, writing on the board, etc.)
Difficulty in detecting a danger while moving (e.g., obstacles, passers-by, etc. to and from school, in aisles)
Too sensitive to ambient information due to oxyopia

Examples of support

Editing of text files such as class handouts and exam questions, making enlarged copies, Braille translation, face-to-face reading, writing/reading on behalf of challenged students, guiding assistance (campus travel), allowing use of colored-lens glasses, classwork assistance, bringing assistance equipment into the classroom



Face to face reading

Example of lending devices

Recording device : IC Recorder
PC-related : PC for voice recognition
Others : Portable reading magnifier, portable Braille board, monocular, high-magnifying lens, desktop fluorescent lamp, Braille typewriter

Those who need mobility assistance

Examples of problems

Difficulty in writing, holding objects, eating, manipulating, opening and closing doors, traveling, etc. Wheelchair users who have difficulty getting on and off buses and trains, using the restroom, etc., due to obstacles on steps, slopes, road widths, etc.

Examples of support

Writing and typing on behalf of challenged students, Wheelchair assistance (campus travel), toileting assistance, meal assistance, vehicle access with a parking pass, Using break room for stretching



Wheelchair assistance

Example of lending devices

Recording device : IC recorder
Assistant-related : Manual wheelchair, shower chair, desk for wheelchairs, stove, blanket, electric bed
PC-related : PCs for recording, input-assisting device

Those who need reading and writing assistance

Examples of problems

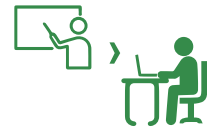
Takes time to read, takes time to write
Prone to misreading, prone to misspelling

Examples of support

PC translation, writing on behalf of challenged students
Extension of time for paper exams

Example of lending devices

Recording device: IC Recorder
PC-related: Tablet device



PC translation

Those who need communication assistance

Examples of problems

Difficulty in understanding abstract content
Difficulty in organizing thoughts and putting them into words

Examples of support

Presenting specific information, emphasizing important information
Clarifying specific roles during experiments and group work



Clarifying information

Those who need assistance in maintaining their attention and concentration

Examples of problems

Difficulty in maintaining his/her attention/concentration, prone to making mistakes due to carelessness
Difficulty in performing multiple tasks simultaneously

Examples of support

Writing on behalf of challenged students, redistribution of resumes, etc. use of voice-recognition software
Presenting important information in written format

Example of lending devices

Recording device: IC recorder
Others: Ear muffs, tablet device, smart pens



Writing on behalf of challenged students

Those who need other assistance

Examples of problems

Limited activities or difficulty maintaining a stable posture due to poor physical condition caused by illness or disease
Fear of entering a classroom with a large number of people
Problems with studying due to mental health issues

Examples of support

Exams in a separate room, entry/leaving during class (leaving during remote class), Guiding assistance (campus travel), vehicle access with a parking pass, Access to campus shower rooms, seating position arrangements, changes in presentation methods

Example of lending devices

Recording device: IC recorder
Assistant-related: Manually operable wheelchair, stove, blanket, electric bed
Others: Tablet device



Guiding assistance

How to receive reasonable accommodation in schooling

The SDA Center will consider what reasonable accommodations are needed through interviews with students with physical, mental, developmental, or other disabilities so that they can attend classes under the same conditions as other students, regardless of the nature of their disability.

It takes approximately one month from the interview to the provision of accommodations in order to examine what reasonable accommodations are appropriate.

① Consult with the SDA Center

SDA Center Coordinators are ready to consult with you, so please feel free to call or email us at the contact information below.

② Interview and writing a document outlining reasonable accommodations

The SDA Center Coordinator will conduct an interview with you to confirm the status of your disability and other information.

Based on the results of the interview, the coordinator will create a written document outlining accommodation items deemed necessary and appropriate for you for class participation, offering proposals that do not affect the aims of the course (objectives and grading criteria).

*Documents etc., required for the interview

Please bring documents etc. that document the symptoms and characteristics of the disability, such as a disability certificate, a medical certificate, results of psychological tests, or the findings of a specialist. If you have any questions, please ask your coordinator at the SDA Center during the above-mentioned consultation (1).

*Application is required every semester.

③ Consensus formation

The course instructor will confirm with the applicant (student) the document listing reasonable accommodations. The accommodation details to be agreed upon will be determined through constructive dialogue between the University and the applicant, with full consensus on both sides.

*It may take some time for the instructor to receive this document. In addition, depending on the course subject, the proposal may need to be translated into English, which may also take time.

* Reasonable accommodations cannot be provided retroactively to the classes before the conclusion of agreement.

④ Commencement of the provision of accommodations

Once the University and the applicant have agreed on the details of the proposed accommodations, we will provide the appropriate accommodations as soon as possible. Depending on the details of the accommodation, support staff may be assigned. If a support person is assigned, the SDA Center coordinator will separately explain this to the applicant.



Meeting with the coordinator

If you have any questions, please feel free to contact us at:

Contact

SDA Center

Imadegawa Campus, Kambaikan Building, 1st floor Tel:075-251-3273

Imadegawa Campus, Meitokukan Building, 1st floor Tel:075-251-3261

Kyotanabe Campus, Seishinkan Building, 1st floor Tel:0774-65-7411

Common e-mail for both campuses: ji-sda@mail.doshisha.ac.jp

SDA Center Website

Details of a range of support and events are posted on our website.

<https://challenged.doshisha.ac.jp/>



Schooling Support System

The SDA Center, Student Health Center, Counseling Center, and Career Center cooperate with each other to provide support tailored to the situation of each student with a disability. These centers also work with the undergraduate and graduate schools of students with disabilities to provide more effective support.

Career Development and Job-hunting Support

The Career Center provides the following services to students with disabilities. If you have any problems or difficulties regarding your career path, please visit the Career Center.

Individual Counseling

Our experienced staff will advise you about your career opportunities and job-hunting activities. Consultation is available for first-year undergraduate students onwards. As counseling is available online or by phone, feel free to contact us. If you would like a consultation, please make an appointment in advance through e-career.

If you have a disability, disorder or difficulty, please contact the Career Support Section by phone or e-mail for consultation. Please also let us know if you need accommodation for receiving individual counseling.

Various Types of Support for Students with Disabilities

- Job-hunting guidance
- Company information session
- Job and internship information for students with disabilities
- Providing aptitude testing
- Company visit
- Various seminars, etc.

Career Center Website

- Page by target students, "Students with disabilities"
<https://career-center.doshisha.ac.jp/subject/diversity.html>

- Employment Support System, "e-career"
<https://e-career.doshisha.ac.jp/>



Students with disabilities



e-career

Contact

*Please contact below even in the case you wish to receive counseling at Kyotanabe Campus.

Career Center

Imadegawa Campus, Kambaikan Building, 2nd floor

Tel:075-251-3310

Career Support Section: career-support@mail.doshisha.ac.jp

Mental Health Support

The Counseling Center offers counseling on a diverse range of topics, including college life issues related to classwork and interpersonal relationships, your personality and future, and family and friends. Through counseling, we will help you work through your problems, understand yourself, and think about how best to deal with them. If necessary, we can refer you to other services on and off campus.

We ensure that your personal information remains confidential. Please do not hesitate to contact us.

Counseling Center Website

<https://counseling.doshisha.ac.jp/counseling/>



Activities by Support Staff Members

Here are a few examples.



Support for students with disabilities

PC translation, note-taking, sign language interpretation, video transcription
writing on behalf of challenged students, Wheelchair assistance, guiding assistance, class-taking assistance, face-to-face reading, etc.

« Guiding assistance



Organizing assistance skills workshops

Implement workshops on PC translation, note-taking, Wheelchair assistance, writing on behalf of challenged students, text file editing, guiding assistance, class-taking assistance, etc.

« Student seminar



Planning and implementation of campus events, etc.

Orientation end-of-semester sessions, Challenged Camp, events co-hosted or collaborated with local government, off-campus organizations, etc.

« Holding an event

Why not work as a support staff member?



Click here to register
as a support staff member

At Doshisha University, many students provide assistance to challenged students as support staff members.

Why not join the activities as a staff member?

The SDA Center is always seeking students who can put themselves in a challenged student's shoes and engage in assistance activities with responsibility.

If you are interested, feel free to visit the SDA Center anytime.

Support staff will be paid for their participation in these activities.

- Support activities that are provided include: PC translation, note-taking, sign language interpretation, writing on behalf of challenged students, text file editing, material enlargement, wheelchair assistance/meal assistance, guiding assistance, face-to-face reading/reading on behalf of challenged students, and lecturers for workshops to improve staff members' support skills.

- Payment is 1,150 yen per hour.

The rules for counting hours vary depending on the type of support.

Voices of Student Support Staff Members

Support activities: PC translation, text editing, typing on behalf of challenged students

(Third-year student in the Faculty of Science and Engineering)

I registered as a support staff member because I became interested in it after hearing a presentation from a senior support staff member when I was looking for new clubs with my friends. I remember that the support members were very attentive to me when I started working with them around June.

What I do is PC translation for hearing-impaired students, where two people work together to transcribe what the instructor is saying as if it were subtitles. I also work as a typist for students with weak arms, typing their theses.

These support activities give me a sense of accomplishment, which makes me feel that I am gaining valuable experience. Through the support activities I can gain insight into how people with disabilities live their lives, and sometimes ideas are born from this insight. I feel that I am growing. I am very happy to know that this activity is useful for them.

Support activities: PC translation

(Fourth-year student in the Faculty of Law)

I registered as a support staff member because I thought I could do something to help students with disabilities, no matter how small it might be. I was worried at first because I had never interacted with people with disabilities before, but now I enjoy doing support activities with the help of students with disabilities and senior support staff.

I mainly act as a PC translator. Through my work, I feel that there is still a lot that I do not know about disability. Although you can learn about disability through the news and other media, there are many things that can only be learned through direct interaction with students with disabilities. I am discovering and learning new things every day, and I feel very fortunate and happy to be able to have different experiences through my involvement with the SDA Center, the support services user students, and the other support staff members.

Voice of Student Receiving Support

Support received: assistance in class, support for mobility, assistance at mealtimes, support in activities between classes

(Third-year student in the Faculty of Letters with motor impairment)

I have a congenital muscle disease and use an electric wheelchair in my daily life. Due to my disabilities in upper and lower limbs and trunk, I receive a variety of assistance in everyday activities at university, ranging from aligning the wheelchair with the desk to taking out and putting in my belongings, assistance with writing, assistance with keeping myself hydrated, adjusting the seat belt and my body position, and assistance with meals. The continuous support I receive on campus both during and in between classes allows me to have an independent college life like other students despite my severe physical disability.

Both the receiving and providing sides of support may feel a bit awkward at first, but as you gradually get accustomed to receiving support, expressing your needs and problems without hesitation will make both you and the Support Staff feel more comfortable about receiving or providing support. In short, close communication is the key to receive the full support you need.

Doshisha's support system is also notable for the wide range of support they provide to suit the needs of each student, in whichever area necessary in their college life, and that the Support Staff are not volunteers but are paid for their activities. This ensures the flexible and stable support to students, which I feel reassured about as well.

Annual Event Schedule

- Start of spring semester / Convocation Ceremony
- Orientation



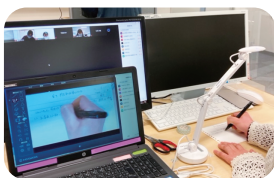
≈ Convocation Ceremony

- Spring semester examination
- Open Campus



≈ Challenged Camp

- Fall semester
- Start of fall semester



≈ Follow-up workshop

- Fall semester examination
- Commencement

- | | |
|----|--|
| 4 | <ul style="list-style-type: none"> Pre-spring semester interview Introductory meeting between students using support services and support staff in spring semester Support Staff recruitment session Lunchtime sign language (Spring semester: April-July) |
| 5 | <ul style="list-style-type: none"> Job-hunting guidance for students with disabilities or health conditions (Career Center) |
| 6 | <ul style="list-style-type: none"> Workshop to improve staff members' support skills (Spring semester: April-July) |
| 7 | <ul style="list-style-type: none"> Seminar for students with disabilities or health conditions on how to express what accommodation they need (Career Center) |
| 8 | <ul style="list-style-type: none"> Mid-spring-semester review session |
| 9 | <ul style="list-style-type: none"> End-of-spring semester session* Challenged Camp* |
| 10 | <ul style="list-style-type: none"> Pre-fall semester interview Lunchtime sign language Introductory meeting between students using support services and support staff in fall semester (September) |
| 11 | <ul style="list-style-type: none"> Topic subject (Fall semester) Considering Support for Students with Disabilities in a Diversity Society —Theory and Practice of Accessibility Support— |
| 12 | <ul style="list-style-type: none"> Lunchtime sign language (Fall semester: September-January) Workshop to improve staff members' support skills (Fall semester: October-December) Mid-fall-semester review session |
| 1 | |
| 2 | <ul style="list-style-type: none"> End-of-fall semester session* |
| 3 | <ul style="list-style-type: none"> Pre-semester intensive study session |



≈ End-of-semester session

*What are end-of-semester sessions?

These sessions are held at the end of each semester for challenged students, support staff members, and relevant parties to get together and frankly give opinions on improving the system.

*What is Challenged Camp?

Through the experience of disability, participants are expected to grow mentally and physically by understanding disability and confronting their own mental barriers. This camp also aims for participants to make the most of what they learn at camp for their future lives in society.

Gender Diversity

Our gender and sexuality are diverse

Physical sex

The anatomical/
biological state of
one's body

Gender identity

How one identifies
their own gender

Gender expression

How one expresses
their own gender
through clothing,
language and so on

Sexual orientation

To which gender
one is romantically
and/or
sexually attracted

SOGI and LGBTQ

SOGI is the acronym for sexual orientation and gender identity. Sexual Orientation refers to what gender you are attracted to, and Gender Identity refers to how you perceive your own gender. Sexual orientation and gender identity are concepts that affect all of us. LGBTQ is an initialism that stands for lesbian, gay, bisexual, transgender, and questioning.

Counseling on a wide variety of issues that students may have is available at the SDA Center.

Counseling on problems, inconveniences, worries, or concerns on campus or in student life caused by your sexual orientation (what gender you are attracted to) or gender identity (how you perceive your own gender)

(E.g.) I am not sure where to go for advice on room assignments for seminary camps.

Counseling on anxiety and worries about your own sexual orientation or gender identity

(E.g.) "Maybe I'm not like other people..."

Counseling on psychological issues arising from your sexual orientation or gender identity

(E.g.) When I told my family about my gender identity, they did not accept it.

Consultation on harassment related to sexual orientation/gender identity

(E.g.) My friend shared my information without my consent (outing), and harassed me about my sexual orientation.

Contact

SDA Center



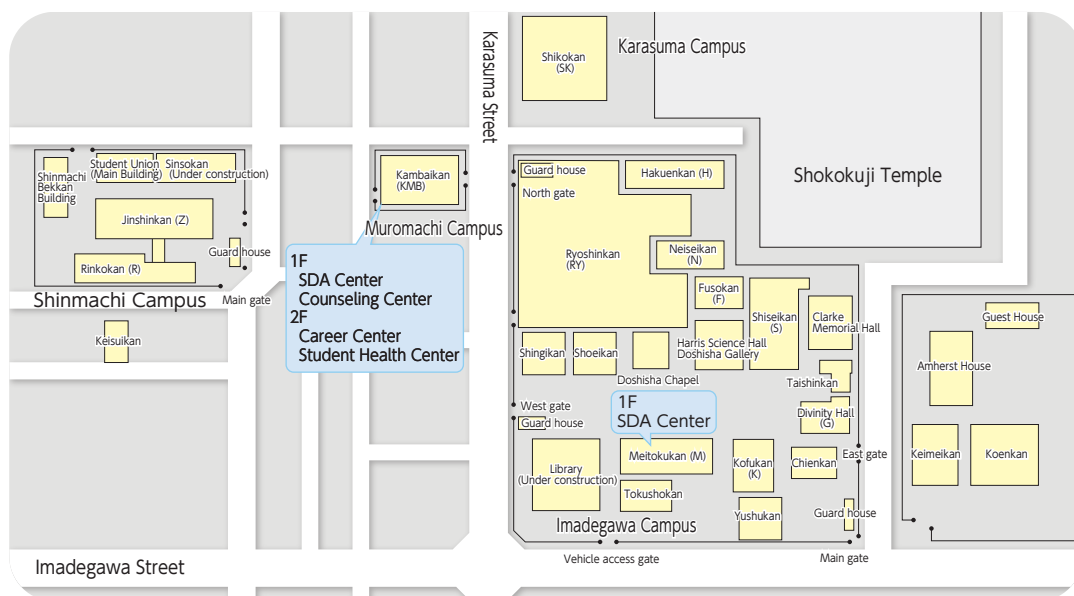
Appointment form
for SOGI consultation

Imadegawa Campus, Kambaikan Building, 1st floor
Kyotanabe Campus, Seishinkan Building, 1st floor

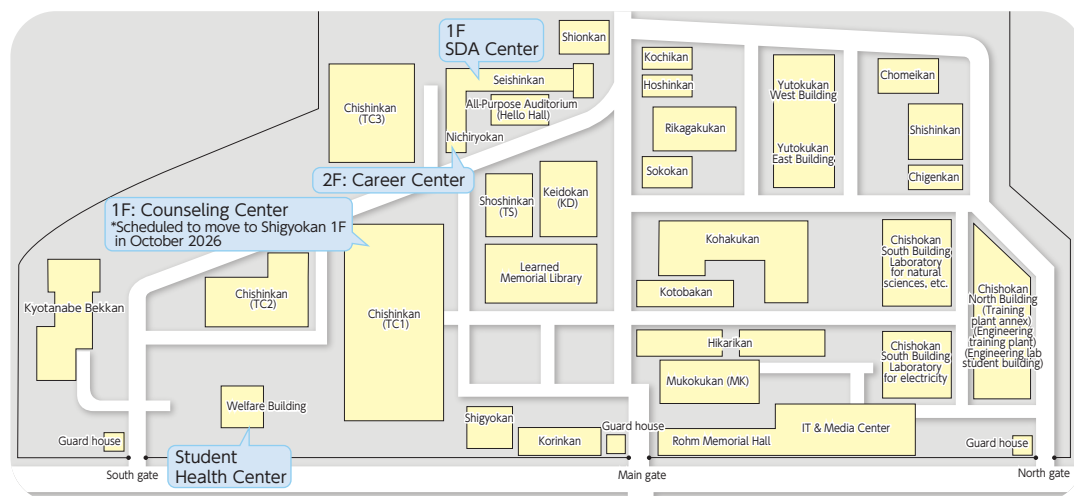
SOGI Direct Dial **0774-65-7413**

To request a consultation, it is highly recommended that you make an appointment in advance using the Consultation Appointment Form. We ensure that your privacy is protected, so please feel free to contact us.

Imadegawa Campus



Kyotanabe Campus



Doshisha University

Center for Student Diversity and Accessibility Support (SDA Center)

Imadegawa Campus

Karasuma-higashi-iru, Imadegawa-dori, Kamigyo-ku, Kyoto 602-8580

Kambaikan Building, 1st floor

Tel: 075-251-3273

Meitokukan Building, 1st floor

Tel: 075-251-3261

E-mail: ji-sda@mail.doshisha.ac.jp

Kyotanabe Campus

1-3 Tatara Miyakodani, Kyotanabe City, Kyoto 610-0394

Seishinkan Building, 1st floor

Tel: 0774-65-7411

E-mail: ji-sda@mail.doshisha.ac.jp

This brochure uses Universal Design (UD) fonts.

Universal Design (UD) fonts are created with readability and accessibility from the perspective of universal design to ensure that information can be properly conveyed to as many people as possible.

