

Guidebook on Reasonable Accommodations for Students with Disabilities

(Guidebook for Faculty and Staff)



Doshisha University

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To Faculty and Staff

To provide reasonable accommodations for students with disabilities at Doshisha University, this guidebook has been designed to present basic information on and support measures for various disabilities. When receiving students with disabilities, we will engage in discussion with relevant faculty and staff on a case-by-case basis, but this guidebook will help you prepare for such an occasion.

1. Points to Note

In line with the enforcement of the Act for Eliminating Discrimination against Persons with Disabilities on April 1, 2016, we established Doshisha University's Basic Policy on Support for Students with Disabilities in March 2021. Complying with the Act for Eliminating Discrimination against Persons with Disabilities, the basic policy is intended to ensure that all students with disabilities at the University are provided with academic opportunities equal to their non-disabled peers.

- Purpose of the Act for Eliminating Discrimination against Persons with Disabilities

By stipulating the basic matters relating to the elimination of discrimination on the basis of disability and measures for the elimination of discrimination on the basis of disability by national government administrative organs, local public entities, and private businesses, the Act strives to ensure that no citizens are discriminated against on the basis of whether or not they have a disability and to contribute to the realization of a society where citizens enjoy coexistence and mutual respect for one another's personality and individuality.

Since the Act also applies to private universities as private businesses, we must implement measures to ensure education and research opportunities for students with disabilities on an equal basis with students without disabilities.

- Key Points of the Act

Under the Act, universities must comply with the following two main principles:

1. Prohibition of Unfair Discriminatory Treatment

A support guideline issued by the Ministry of Education, Culture, Sports, Science and Technology defines unfair discriminatory treatment of students with disabilities as "refusing to provide opportunities on the basis of disability for no good reason" or "imposing a restrictive condition that is not set for non-disabled students, such as regulating the time and place of access to services."

To judge whether treatment is based on a legitimate reason, each individual case must be examined from the perspectives of the rights and benefits of the student with disabilities and third parties (e.g., safety assurance, and maintenance of business purpose, contents and function). Treatment based on such broad and abstract reasons as "accidents or dangers could arise" is considered inappropriate.

We must be aware that such unfair discriminatory treatment can occur in any situation that involves the University, ranging from pre-admission consultation, entrance examinations, and classes (lectures, practicums, seminars, practicals and experiments) to laboratory selection, exams, grading, credit recognition, overseas study, internships, and extracurricular activities. In relation to unfair discriminatory treatment, preventive measures against disability-based harassment must also be implemented.

2. Provision of Reasonable Accommodations

The Act for Eliminating Discrimination against Persons with Disabilities defines a “person with a disability” as “a person with a physical disability, a person with an intellectual disability, a person with a mental disability (including developmental disabilities), and other persons with disabilities affecting the functions of the body or mind (hereinafter referred to collectively as “disabilities”), and who are in a state of facing substantial limitations in their continuous daily or social life because of a disability or social barrier” (Article 2, paragraph 1). In other words, disability does not only refer to physical and mental impairments in a medical sense but also to a combination of impairment and social barriers. A social barrier means “items, institutions, practices, ideas, and other things in society that stand as obstacles hindering persons with disabilities from engaging in daily or social life” (Article 2, paragraph 2). To ensure that students with disabilities enjoy their college life just as much as their non-disabled peers, we need to **provide reasonable accommodations** to remove social barriers.

For the Provision of Reasonable Accommodations

Doshisha University’s Basic Policy on Support for Students with Disabilities, formulated in line with the Act for Eliminating Discrimination against Persons with Disabilities, stipulates the provision of reasonable accommodations as follows. (The wording has been partially changed into plain language.)

Reasonable accommodations refer to necessary and appropriate modifications and arrangements intended to ensure the rights of students with disabilities to study on an equal basis with their non-disabled peers.

If students with disabilities express a need for social barriers to be removed, reasonable accommodations need to be provided, unless that removal entails undue burden.

Even if no such request is filed by students with disabilities, we can make an appropriate suggestion to the students so that they can recognize the relevant social barriers and make the necessary decision and request, if it is evident that the students require the removal of the social barriers.

To set the details of reasonable accommodations, we will engage in discussion (constructive dialogue) with the relevant student, while respecting the student’s intention, in order to share and recognize each other’s situation and provide even more appropriate reasonable accommodations. For such a constructive dialogue, the student can receive support from his/her guardian or another supporter as needed, if the student finds it difficult to explain the details of the necessary support and make the necessary decision for himself/herself.

To identify the appropriateness of the reasonable accommodations provided for students with disabilities and the subsequent developments, we conduct monitoring on the provided support. If necessary, we also adjust the details of the provided support.

To provide the necessary and appropriate reasonable accommodations for students with disabilities, we strive to make tangible and intangible improvements (preliminary improvement measures) to the campus environment, including accessibility to facilities and equipment, university regulations, organizations, and staffing.

2. Support for Students with Disabilities at Doshisha University

-Support for Students with Disabilities

To ensure that students with disabilities who are enrolled at the University, regardless of the disability type, lead a college life under the same conditions as those without disabilities, we provide various forms of academic support, centering on access to classes and information. By supporting students with disabilities, we strive to highlight the self-growth of students with disabilities and students who support them (hereinafter referred to as “Support Staff”) and share such achievements with our community.

The purpose of our support for students with disabilities lies in ensuring access to education and research on an equal basis with their non-disabled peers, not in guaranteeing that students with disabilities earn credits or graduate.

- Accessibility Support Office for Students with Disabilities (SDA Office)

In the Student Support Services Center, we have the SDA Office as a service office for students with disabilities. The office is staffed with full-time coordinators to provide academic support (reasonable academic accommodations) for students with disabilities. Academic support, available at the request of students with disabilities, is provided in cooperation with the relevant departments.

- Major Roles of the SDA Office

(Of the SDA Office’s roles, only those concerned with students with disabilities are provided below.)

- (1) Presenting proposals on reasonable accommodations to faculties/graduate schools and adjusting the details of the accommodations proposals
- (2) Providing suggestions and information on preliminary improvement measures for the University’s departments
- (3) Developing and maintaining support guidelines and standards for all students with disabilities at the University through (1) and (2)
- (4) Training and dispatching Support Staff and lending support tools
- (5) Training faculty and staff and raising students’ awareness
- (6) Partnering with and gathering information from external organizations, and conducting social contribution activities

-Support Staff

The SDA Office recruits and trains Support Staff before dispatching them to engage in support services. Support details vary depending on the disability type and extent and the circumstances. For details on support for students with disabilities, please see page 6 and onward.

Support is provided for a fee, with the University paying rewards to Support Staff.

-Privacy Policy

The SDA Office strictly manages the personal information of students with disabilities. Whenever the disclosure or provision of such a student’s information is necessary, the Office will surely obtain the consent of the student.

- Target and Scope of Support

Target of Support

Students who are currently enrolled at the University and need support on a daily basis for accessing academic programs due to hearing, visual, motor, internal, mental/developmental or other impairments. (For support for non-regular students, such as non-degree students, auditing students, and credit transfer students, please consult the SDA Office first.)

Scope of Support

<Target Activities and the SDA Office's Support Details>

-Curricular courses (e.g. classes and exams)

Support details: Proposal of reasonable accommodations on the basis of disabilities and adjustment of the accommodations; dispatch of Support Staff; and academic support in consideration of the features of respective disabilities through, for example, regular meetings

-Programs that are deemed equivalent to curricular courses by the relevant Dean

Support details: Proposal of the reasonable accommodations required depending on the features of the relevant program and adjustment of the accommodations; and dispatch of Support Staff

- Ceremonies organized by the University (e.g. entrance ceremony and commencement/convocation ceremony)

Support details: Access to the information necessary for the operation of the relevant ceremony (e.g. PC translation), mobility support, etc.

- Lecture meetings and other events organized by any of the University's departments, faculty or staff

Support details: Introduction of specific examples showing how to ensure participants' (students, general public, etc.) access to information (i.e. how PC translators and sign-language interpreters should be stationed and what items should be prepared) and provision of advice on the points to note regarding support

<Facilities and Equipment>

-Improvement of facilities and equipment on campus (restrooms, libraries, etc.)

<Student Life>

- Support necessary to ensure a safe and healthy student life

- Support for mobility on campus (limited to mobility necessary for access to classes), eating support, etc.

Contact the SDA Office if a student with a disability requests the following support:

- Support considered to be in the realm of medical practice (requiring highly professional techniques or knowledge)

- Support that is related to health maintenance or physiological phenomena but that is not considered highly urgent or necessary

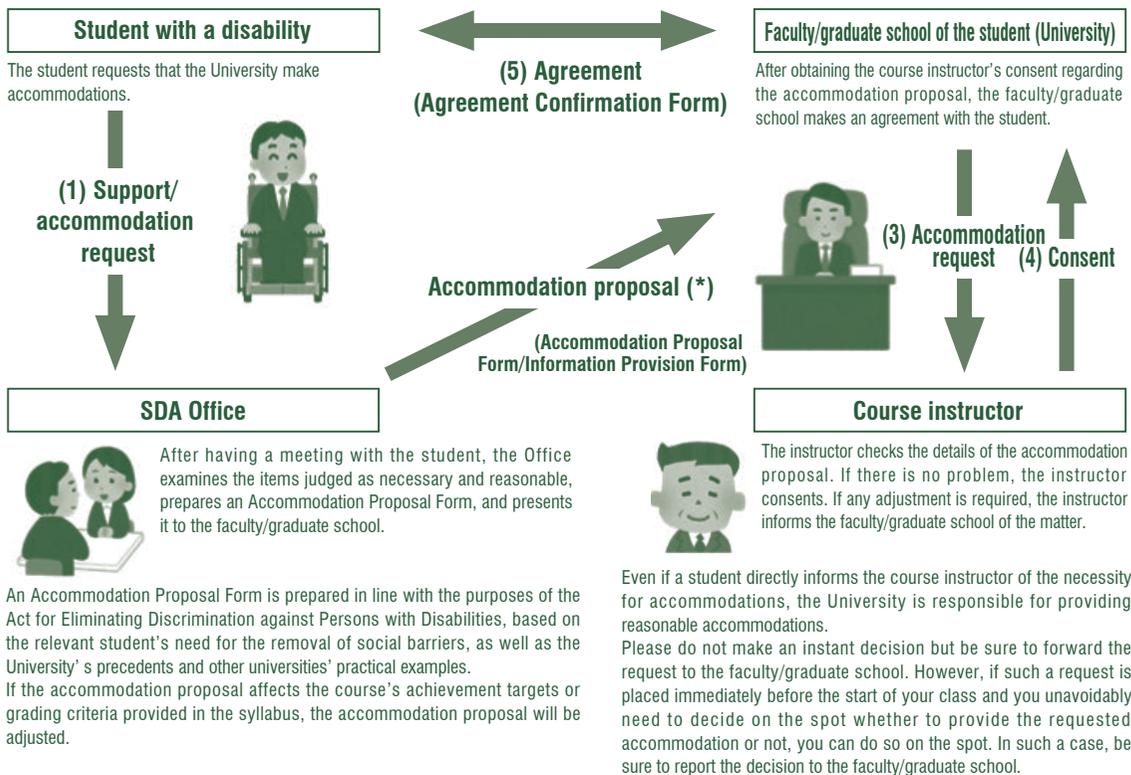
- Provision of Braille transcriptions or other materials that are related to curricular courses but are used mainly for supplementary purposes

3. How to Receive Reasonable Accommodations

If a student with a disability contacts you after admission to discuss support that the student can obtain after enrollment, please consult the SDA Office as needed. A pre-admission meeting is available.

Some students with disabilities are not aware of their need for or the means of the support that they require. They do not know yet the differences in educational environment between high schools and universities. In many cases, they have no idea how their disabilities and conditions impact their academic learning at university. The law requires that the provision of reasonable accommodations commence if students with disabilities express their requests. However, it is not easy for them to recognize their needs and articulate them to the University, which is a new educational environment for them. If students with disabilities are admitted, you are asked to keep in mind such a situation and engage in the necessary discussions and meetings.

Process from Request for Academic Support to Determination on Reasonable Accommodations



An Accommodation Proposal Form is prepared in line with the purposes of the Act for Eliminating Discrimination against Persons with Disabilities, based on the relevant student's need for the removal of social barriers, as well as the University's precedents and other universities' practical examples. If the accommodation proposal affects the course's achievement targets or grading criteria provided in the syllabus, the accommodation proposal will be adjusted.

Even if a student directly informs the course instructor of the necessity for accommodations, the University is responsible for providing reasonable accommodations.

Please do not make an instant decision but be sure to forward the request to the faculty/graduate school. However, if such a request is placed immediately before the start of your class and you unavoidably need to decide on the spot whether to provide the requested accommodation or not, you can do so on the spot. In such a case, be sure to report the decision to the faculty/graduate school.

* If an accommodation proposal affects the relevant course's achievement targets or grading criteria provided in the syllabus, the SDA Office will adjust the accommodation proposal. If a month has passed after the presentation of an accommodation proposal with no agreement obtained from the relevant student or instructor, **the Student Disability Service Coordination Committee** will ask for opinions from the student and instructor to determine the accommodations in consideration of the purposes of the course and the features of the student's disability.

*If an Accommodation Proposal Form needs to be translated into English or if consent on a proposal cannot be obtained, please contact the SDA Office immediately.

-Rearrangement after Agreement

Accommodations can be rearranged at the request of the relevant student or course instructor even after the agreement is concluded or the decision is made by the Coordination Committee.

-Syllabus Description

To enable students with disabilities to check in advance whether or not your course involves factors that might stand as social barriers against them, you are asked to provide the details of the learning contents, methods, and grading elements as clearly as possible in your syllabus.

Students can roughly guess these points from the course titles and styles (e.g. "XX Seminar," "XX Practical," etc.). However, the provision of the most specific details in the "course plan" and "grading" sections of the syllabus allows students with disabilities to have in-depth consideration of the registration for the course or discuss the possibility of alternative measures in advance.

For example, if your course involves the use of audiovisual materials, seminars outside the classroom, experiments, listening/speaking activities, presentations or discussions, you can mention this in the "details" field of the "course plan" section along the following lines: "In each class, students will discuss a topic in a group of about five and present the results"; "Each student must present his/her research results in front of the class once a term"; "Students will watch a video related to a topic in class and submit a report on the contents once a month"; or "A two-day field work session is conducted. Students will take a bus to the site."

Note that in order to ensure that students with disabilities enjoy their school life as much as their non-disabled peers, we need to provide reasonable accommodations for removing social barriers. Accordingly, if your course has an academic environment (such as the classroom), contents, learning methods, or grading elements that could form social barriers for those with physical or mental disabilities, you may be asked to provide an alternative measure, etc. as reasonable accommodations, regardless of the statements in the syllabus.

-Request on Support for Events outside Curricular Courses

For events organized by the University's departments, such as lecture meetings, seminars and guidance meetings, the University is also obligated to provide reasonable accommodations, if requested by students and participants with disabilities.

The department that has organized the relevant event will be responsible for the provision of reasonable accommodations. If the department wavers in its judgement on how to respond, the department is encouraged to contact the SDA Office.

Accommodation Proposal Form and Information Provision Form

The SDA Office submits to the relevant faculty/graduate school the following two types of documents: Accommodation Proposal Form, designed to ask the relevant course instructor to provide reasonable accommodations to prevent the relevant student from suffering a disadvantage in class; and Information Provision Form, intended to provide the information that the instructor should confirm, rather than not to seek reasonable accommodations from the instructor. The Offices makes the necessary adjustments and set the details of support to be provided from the University.

4. Support for Students with Hearing Impairment



Hearing impairment occurs when there is a problem in the region that sends external sound information to the cerebrum (involving the outer, middle or inner ear, or auditory nerve). This causes loss or difficulty in hearing speech and ambient sound.

Individuals may have different types or degrees of hearing loss. Hearing problems also vary from person to person, causing different types of difficulties.

Types of Hearing Impairment

Conductive hearing loss: Dysfunction of the part that conducts sound vibration, making sounds quieter

Sensorineural hearing loss: Dysfunction of the part that distinguishes sounds, resulting in muted, unclear, or distorted sounds

Mixed hearing loss: A combination of conductive and sensorineural hearing loss

Degrees of Hearing Impairment

Mild: Difficulty hearing quiet voices

Moderate: Difficulty hearing normal conversation, an approaching car, conversation with a lot of background noise, audio voices (microphones, videos, CDs, etc.), and group discussions

Severe: Difficulty hearing louder speech and participating in class in all aspects. Visual aids are often required to understand speech.

Deaf: Difficulty hearing loud voices close to the ear
Can hear almost no everyday sounds
Significant difficulty participating in class in all aspects
Difficulty understanding speech without visual aids

Difficulties Experienced by Those with Hearing Impairment

Not being able to hear means that there is a failure to obtain audio information. Accordingly, it is necessary to consider how to supplement the information shared by many other people. Moreover, those with hearing impairment do not visibly appear to have such impairment, and this sometimes leads to misunderstanding. It is necessary to understand that this impairment causes many difficulties other than the hearing loss itself.

Examples of Difficulties

- Difficulty keeping up with group discussions
- Difficulty for other people to notice the hearing problems and related inconvenience
- Difficulty participating in conversations with friends
- Difficulty understanding oral communication and announcements

Accommodations for Students with Hearing Impairment

The provision of information in alternative ways for students who have difficulty gathering information due to their hearing impairment is referred to as “access to information.” It is important to duly recognize students with hearing impairment and be committed to providing effective education for them through various means of support.

Examples of Accommodations

<Examples of Support>

Access to information (PC translation, note-taking and sign language interpretation), use of voice-recognition software, video transcription, provision of consumables (loose-leaf sheets, pens, etc.), dispatch of a Support Staff member (as a substitute note-taker) at the time of an exam (leaving the class in about 30 minutes after the start of the exam)

<Examples of Devices to Be Lent>

Recording devices: IC recorders

PC-related items: Laptop computers for PC translation, voice-recognition software, and flash memory

Others: Desktop penlights, remote support equipment (tablet terminals), and document cameras

Classroom and Office Accommodations

- If you assign seats for students in your class, please assign front seats for students with hearing impairment.
- Such students may use voice-recognition equipment (recording devices) in class. In this case, allow them to bring and use such equipment.
- For a conversation involving a multiple number of speakers, the microphone of a FM hearing aid system might be set at the center of the group. If two or more members speak at the same time, the overlap of their voices will prevent students with hearing impairment from understanding the conversation. In this regard, encourage the group to ensure that one member speaks at one time after raising his/her hand.
- When making oral confirmation or calling students with hearing impairment, make eye contact to gain the students' attention.

Accommodations related to Printouts and Other Teaching Materials

- To help students with hearing impairment to receive information more accurately, provide visual information to the extent possible by, for example, distributing documents and writing on the classroom board. If you explain about data or a chart, add a written explanation wherever possible.
- If you use a video with voice, make the necessary preparation (video transcription/subtitling) in advance so that students with hearing impairment can understand the contents of the video at the same time when other students do so. If you find it difficult to make such preparation for yourself, please see below*.

*Video Transcription

If you would like a video material to be transcribed by the SDA Office, provide the SDA Office with the video material or a common link (URL) at least two weeks prior to the scheduled date of use. (Note that a transcription service, not a subtitling service, is available.)

Accommodations related to Assignments and Submission Deadlines

- For important information that is not provided in the syllabus (e.g. report assignments and submission deadlines), present specific details not only as in-class oral direction but also as text information through e-class, DUET, etc.

Accommodations related to Board Writing and Recording

- Avoid using demonstrative pronouns, such as "here" and "there," to the extent possible and indicate what you specifically mean. The use of a laser pointer or the addition of a specific explanation after the use of a demonstrative pronoun (e.g. "Here, which means Part A") will facilitate the understanding of students with hearing impairment.
- If the voice of a movie is recorded in a quiet environment with a headset or a pin microphone used or with a microphone set closer to the recorder, the accuracy of the automatic subtitling and voice recognition will rise.

Accommodations for Support Staff

- Provide classroom materials to the Support Staff in your class so that the staff can communicate information more accurately.
- Support Staff are dispatched to help students with disabilities in the area of functional limitation due to their impairment. Please do not ask Support Staff to participate in class (e.g., to give a comment or to work in a pair with a student) or to join an event.

Accommodations related to Exams

- If a student with hearing impairment asks for accommodations related to quizzes, in-class performance grading or the term-end exam and you waver in your judgement on how to respond, please contact the SDA Office immediately. The SDA Office will examine the request from the student and make the necessary adjustments. For important exam information that is not provided in the syllabus or exam information note (e.g. exam timetable and exam scope), present specific and conscious details not only as in-class oral direction but also as text information through e-class, DUET, etc.

Accommodations related to Online Classes (Interactive Type)

- Check the class attendance not only by calling the roll but also by using a visual tool, such as the chat function.
- Affected by poor network communications or a speaker's utterance manner, students with hearing impairment might have difficulty catching the voice. Accordingly, allow them to record your class and transcribe the recorded data.
- The sound information of online classes will be displayed for students with hearing impairment in real time through software specializing in remote information access, but a slight time lag is unavoidable. In this regard, if you ask such students to give comments (respond to your questions), please wait a little so that they can confirm the translation.
- Some students understand what is being said by hearing the speaker's voice and reading the speaker's mouth. If you ask a question to such students or communicate with them, speak slowly and clearly with your mouth shown. However, if you feel that you cannot make yourself understood, use the chat function.
- If you provide support through PC translation, share the necessary class information (e.g. Zoom information and class materials) with the SDA Office at least a week prior to the class. Also, allow Support Staff to enter your online room through Teams or Zoom for a translation service.

5. Support for Students with Visual Impairment



Vision has a few components, including visual acuity, visual field, visual perception, color vision, and refraction. Visual impairment is a condition in which poor visual acuity and/or a narrow visual field compromises the visual function to a level that cannot be corrected even with glasses or contact lenses and that narrowed vision results in collisions with people and objects. Each visually impaired person has different vision difficulties and problems.

Types of Visual Impairment

Low vision: Decreased vision (with visual information obtained using the remaining vision)

Total blindness and blindness: Total loss or near-total loss of vision (inability to obtain visual information)

Degrees of Visual Impairment (Visual Acuity and Field)

Tunnel vision: Narrowed or partially lost vision, and absence of the central field of vision

Photophobia: Increased sensitivity to light, and decreased ability to see in darkness or bright light

Color blindness: Inability to distinguish between colors. Certain colors appear to be different colors.

Difficulties Experienced by Those with Visual Impairment

In various everyday situations, for example, going from one place to another, communicating, studying, and working, people receive information through the senses of sight, hearing, smell, touch, taste, and balance. It is said that more than 80% of the information that people receive comes through their eyes. In a way, visual impairment can be described as “informational impairment.”

Examples of Difficulties

- Reading materials (e.g., syllabuses, textbooks, handouts, exams and the classroom board)
- Understanding the situation (e.g., seating, the looks of other students and the classroom atmosphere)
- Communicating based on text (e.g., email and the Internet)
- Detecting dangers when going from one place to another (e.g., commuting, obstacles on the street, and passersby)

Accommodations for Students with Visual Impairment

Problems and difficulties caused by visual impairment can be overcome or reduced through the identification of such matters, the provision of appropriate support, accommodations and physical support, and the use of support devices and technology.

Examples of Accommodations

<Examples of Support>

Text proofreading for class materials, exam questions, etc., making enlarged copies, braille, reading materials face-to-face, writing/reading on behalf of the relevant student, providing guide support (for mobility on campus), and providing support for taking classes

<Examples of Devices to Be Lent>

Recording devices: IC recorders

PC-related items: PCs as voice readers

Others: Portable reading magnifiers, portable Braille boards, high-powered loupes, monoculars, desktop fluorescent lights, and braille typewriters

Classroom and Office Accommodations

- If you assign seats for students in your class, students with visual impairment will directly contact you regarding a change of seats.
- Such students concentrate on the voice uttered in class to understand what is being explained. If other students around them chat in class or make sound when moving, their concentration will be disturbed. Please encourage your class to refrain from in-class chatting.
- Even if you feel that your eyes are meeting with those of students with visual impairment, they cannot see you nodding or read your face. Be sure to make oral communication with them.

Accommodations related to Printouts and Other Teaching Materials

- For videos, charts, illustrations, tables, etc. to be used in class, convert them into text or provide an oral explanation.
- If using materials that will not be distributed to students, provide an oral explanation on their visual information.
- If you use a video in class, lend the video data to students with visual impairment before or after the class, if asked by them to do so. This will help them to understand the class.
- For the books and documents necessary for your class, convert them into text data and send the data directly to the relevant students. If you find it difficult to do so for yourself, please see below*. For textbooks and necessary references, the SDA Office will convert them into text data based on a request from the students.

*If you would like materials to be converted into text data by the SDA Office, provide the SDA Office with the materials at least two weeks prior to the scheduled date of use. How to send the completed data to the students is negotiable.

- For textbooks and references, it takes about a month to convert them into text data. In addition, it takes longer for students with visual impairment to read through such data than their non-disabled peers. Accordingly, if you use a textbook or reference that is not provided in the syllabus, please inform such students immediately after deciding to use it.

Accommodations related to Assignments and Submission Deadlines

- If students with visual impairment ask you to extend the deadlines of assignments, please make an appropriate response.

Accommodations related to Board Writing and Recording

- Allow students with visual impairment to record your class and listen to the record for themselves.
- If students with visual impairment find it difficult to perceive what is written on the classroom board, Power Point, etc., allow them to take photographs and check them for themselves.
- Avoid using demonstrative pronouns, such as “here” and “there,” to the extent possible and indicate what you specifically mean.

Accommodations for Support Staff

- Provide classroom materials to the Support Staff in your class so that they can communicate information more accurately.
- Support Staff are dispatched to help students with disabilities in the area of functional limitation due to their impairment. Please do not ask Support Staff to participate in class (e.g., to give a comment or to work in a pair with a student) or to join an event.

Accommodations related to Exams

- If a student with visual impairment asks for accommodations related to quizzes, in-class performance grading or the term-end exam and you waver in your judgement on how to respond, please contact the SDA Office immediately. The SDA Office will examine the request from the student and make the necessary adjustments. For important exam information that is not provided in the syllabus or exam information note (e.g. exam timetable and exam scope), present specific details not only as in-class oral direction but also as text information through e-class, DUET, etc.

Accommodations related to Online Classes

- It is necessary to confirm whether the relevant student can access the tool to be used for your online class. Once you have decided how to stream your class, contact the SDA Office immediately.



6. Support for Students with Motor Impairment

A human body has limbs and a trunk. The upper limbs are the arms and the hands, and the lower limbs are the legs and the feet. The torso is called the trunk.

Motor impairment is a condition in which a person has permanent functional limitation or difficulty in his/her daily life due to damage to a limb or the trunk caused by a disease or an injury. The impaired body parts and the degree of impairment vary from person to person.

Types of Motor Impairment

Upper limb impairment: Shorter or missing arm/hand or a loss of function

Lower limb impairment: Shorter or missing leg/foot or a loss of function

Systematic impairment: Body temperature control, breathing, touching, swallowing, etc.

Difficulties Experienced by Those with Motor Impairment

Due to weaker or uncontrollable muscle strength, actions that many people perform naturally can be challenging for those with motor impairment, depending on their condition. In addition to tangible difficulties, for example, in going from one place to another, there may also be intangible difficulties, such as in the operation of facilities and equipment.

Examples of Difficulties

- Writing, holding, eating, operating, opening/closing a door, going from one place to another
- Wheelchair users have mobility difficulties with steps, slopes, narrow pathways, etc. and also find it difficult to get on/off a bus and train and use a restroom.

Accommodations for Students with Motor Impairment

Means of support vary depending on the impaired body parts and the degree of impairment. Based on the Accommodation Proposal Form from the relevant faculty/graduate school, make the necessary confirmation with the relevant student.

Examples of Accommodations

<Examples of Support>

Writing on behalf of the relevant student, support for wheelchair users (for mobility on campus), support for toileting, support for eating, issuing a parking certificate to allow entry by car, and allowing access to a break room for stretching

<Examples of Devices to Be Lent>

Recording devices: IC recorders

Support items: Manual wheelchairs, shower chairs, desks for wheelchairs, heaters, blankets, and electric beds

PC-related items: PCs as recorders and input-support instruments

Others: Tablet terminals

Classroom and Office Accommodations

- If you assign seats for students in your class, students with motor impairment will directly contact you regarding a change of seats.
- Depending on their conditions, students with motor impairment might be absent, late, or leave early. For the resumes, assignments, and other important information presented at the time of their absence, late arrival, or early leave, provide that information to them, if they ask you to do so.

Accommodations related to Printouts and Other Teaching Materials

- For the materials to be used in class, convert them into a PDF (electronic data) and sent it directly to the relevant students. If you find it difficult to do so for yourself, please see below*. For textbooks and necessary references, the SDA Office will convert them into text data based on a request from the students.

*If you would like materials to be converted into a PDF by the SDA Office, provide the SDA Office with the materials at least a week prior to the scheduled date of use. How to send the completed PDF to the students is negotiable.

Accommodations related to Assignments and Submission Deadlines

- If students with motor impairment ask you to extend the deadlines of assignments, please make an appropriate response.

Accommodations related to Board Writing and Recording

- Allow students with motor impairment to record your class and listen to the record for themselves.

Accommodations for Support Staff

- Provide classroom materials to the Support Staff in your class so that they can communicate information more accurately.
- Support Staff are dispatched to help students with disabilities in the area of functional limitation due to their impairment. Please do not ask Support Staff to participate in class (e.g., to give a comment or to work in a pair with a student) or to join an event.

Accommodations related to Exams

- If a student with motor impairment asks for accommodations related to quizzes, in-class performance grading or the term-end exam and you waver in your judgement on how to respond, please contact the SDA Office immediately. The SDA Office will examine the request from the student and make the necessary adjustments. For important exam information that is not provided in the syllabus or exam information note (e.g. exam timetable and exam scope), present specific details not only as in-class oral direction but also as text information through e-class, DUET, etc.

Accommodations related to Online Classes (Interactive Type)

- Depending on their conditions, students with motor impairment might be absent or leave the screen with their mike/video off. For important information presented when they are absent or are not in front of the screen, provide them with an explanation on that information, if they ask you to do so.
- For support through an amanuensis, share the necessary class information (e.g. Zoom information and class materials) with the SDA Office at least a week prior to the class. Also, allow Support Staff to enter your online room through Teams or Zoom for a translation service.



7. Support for Students with Internal Impairment

Internal impairment is a condition in which one or more organs of the body has some kind of impairment. According to the Act on Welfare of Physically Disabled Persons, there are seven specific types of internal impairment: heart failure, kidney failure, respiratory failure, bladder and bowel dysfunction, small intestine dysfunction, immune system failure as a result of human immunodeficiency virus (HIV) infection, and liver failure. Persons with such impairment often have an accompanying progressive disease. Some are anxious about a change in their condition, while others require continuous medical care.

Although in many cases they do not appear to have such impairment or disease, their activities are limited in some education and employment settings, requiring understanding and support from the people around them.

Accommodations for Students with Internal Impairment

Students with internal impairment might be absent from class due to, for example, their need to have medical consultation, sickness, or an attack. Moreover, they may suddenly feel unwell in class and need to leave. Please check the Accommodation Proposal Forms prepared based on the medical reports and opinions from their doctors and the Health Center and sent from the relevant faculty/graduate school.

Examples of Accommodations

<Examples of Support>

Providing guide support (for mobility on campus), issuing a parking certificate to allow entry by car, allowing access to a shower room on campus, allowing late arrival/early leave in the case of a face-to-face class, and allowing a face-to-face examination in a separate room

<Examples of Devices to Be Lent>

Recording devices: IC recorders

Support items: Manual wheelchairs, heaters, blankets, and electric beds

Others: Tablet terminals

Classroom and Office Accommodations

- If you assign seats for students in your class, students with internal impairment will directly contact you regarding a change of seats.
- Depending on their conditions, students with internal impairment might be absent, late, or leave early. For the resumes, assignments, and other important information presented at the time of their absence, late arrival, or early leave, provide that information to them, if they ask you to do so.

Accommodations related to Assignments and Submission Deadlines

- If students with internal impairment ask you to extend the deadlines of assignments, please make an appropriate response.

Accommodations related to Board Writing and Recording

- Allow students with internal impairment to record your class and listen to the record for themselves.

Accommodations for Support Staff

- Support Staff are dispatched to help students with disabilities in the area of functional limitation due to their impairment. Please do not ask Support Staff to participate in class (e.g., to give a comment or to work in a pair with a student) or to join an event.

Accommodations related to Exams

- If a student with internal impairment asks for accommodations related to quizzes, in-class performance grading or the term-end exam and you waver in your judgement on how to respond, please contact the SDA Office immediately. The SDA Office will examine the request from the student and make the necessary adjustments. For important exam information that is not provided in the syllabus or exam information note (e.g. exam timetable and exam scope), present specific details not only as in-class oral direction but also as text information through e-class, DUET, etc.

Accommodations related to Online Classes (Interactive Type)

- Depending on their conditions, students with internal impairment might be absent or leave the screen with their mike/video off. For important information presented when they are absent or are not in front of the screen, provide them with an explanation on that information, if they ask you to do so.



8. Support for Students with Developmental Impairment

Developmental impairment results from problems with the brain's functions. Regarding capabilities for recognition, communication, sociability, learning, attentiveness, etc., those with developmental impairment experience imbalance or other problems, leading them to suffer difficulties in their daily lives. University students with developmental impairment are free from a general delay in development, and their impairment can be categorized into the following groups:

Autism spectrum disorder (ASD): Social disorder, interaction and communication disorder, imagination disorder (obsession), hyperesthesia/hypesthesia, etc.

Attention deficit hyperactivity disorder (ADHD): Carelessness (e.g. inability to sustain concentration and frequent oversight), hyperactivity (e.g. extreme restless), and impulsiveness (e.g. action without expecting or thinking)

Specific learning disorder (SLD): Though not low in intellectual ability, those with SLD suffer considerable difficulties in any or a combination of reading, writing, calculation, listening, speaking, and reasoning.

*It is not unusual for a student to display the features of a multiple number of the above disorders at the same time in various manners.

Accommodations for Students with Developmental Impairment

Even if given the same diagnosis, students with development impairment experience different difficulties and problems. Even the same student requires different types of responses depending on the circumstances and situation. In some cases, as a result of understanding themselves or introducing some ingenuity, it might become unnecessary for such students to receive the support that they have received so far. In other cases, affected by a change in their life stage, such as employment, they might require new forms of support.

A combination of reasonable accommodations, the necessary medical treatment (taking medicine), and continuous counseling will lead to the stability of the symptoms of students with developmental impairment and help them to accept their disabilities. Even after the completion of the application procedure for reasonable accommodations, the SDA Office may continue to meet with the students and adjust the accommodations for them depending on the situation and changes in their conditions.

Difficulties in School Life of Students with Developmental Impairment

- Frequent late arrivals and absences
- Failure to meet the deadlines of assignments and submissions. Repetition of the same mistakes, such as insufficient attention to information
- Difficulty preparing a report and failure to submit it. Some students have ideas for a report, but it takes much time to compile them into text.
- Failure to complete course registration. Failure to recognize that they have not registered for the necessary courses.
- One-sided talk in group discussion, failure to share the topic, and lapse into silence even if asked about opinions
- Failure to identify the situation, frequently causing problems with interpersonal relations

*These phenomena are often regarded as laziness or low sociability by those around the students. In some cases, even the students themselves have not identified what is behind their difficulties and cannot share their problems with anyone.

Examples of Accommodations

- Allowing late arrival/early leave in the case of a face-to-face class
- Extending the deadlines of assignments
- Allowing in-class use of support equipment (for, for example, recording the class, PC writing, and taking photos of the classroom board)
- Allowing a face-to-face examination in a separate room

9. Support for Students with Mental Impairment



There are various definitions of mental impairment. In this section, the term refers to the condition in which there are problems with college life or daily life due to mental disorders. The types of mental impairment found relatively frequently among university students include mood disorder, anxiety disorder, eating disorder, and schizophrenia.

Accommodations for Students with Mental Impairment

The symptoms of mental disorders vary according to the individual, and their conditions are not stable. Appropriate treatment and changes in the environment might help the symptoms improve. Even in the case of the same disorder, the details and level of necessary support vary depending on the individual. Accordingly, there is no standard form of support.

A combination of reasonable accommodations, the necessary medical treatment (taking medicine), and continuous counseling will lead to the stability of the symptoms of students with mental impairment and help them to accept their disabilities. Even after the completion of the application procedure for reasonable accommodations, the SDA Office may continue to meet with the students and review the necessary accommodations depending on the symptoms.

Major Symptoms Affecting College Life

- Disturbance in the sleeping rhythm

If developing symptoms, such as difficulty falling asleep and waking after sleep onset, students with mental impairment cannot sleep sufficiently, sometimes resulting in frequent late arrivals or absences from morning classes. In addition, even if attending class, they sometimes cannot concentrate as expected.

- Difficulty with interpersonal relations

Some students with mental impairment feel extremely nervous or anxious about attention from others. They might feel an emotional burden about, for example, giving a presentation in front of a large audience and appearing in a Web camera.

- Mood swings

Mood swings might be caused by small things. Students with mental impairment might suddenly feel depressed, start to shed tears, or get irritated easily, making it difficult to interact with others.

Medication

Many students with mental impairment lead university lives while continuing medicine-based treatment. They sometimes need to take not only regular medication but also one-shot medication. In such a case, they might take the medication in-class or leave the classroom in the middle of the class.

Examinations

Students with mental impairment might feel nervous or anxious about taking an examination together with many people. In such a case, they might ask you to allow them to take the seats of their choice or take the examination in a separate room.

- Examples of Accommodations

- Allowing late arrival/early leave in the case of a face-to-face class
- Extending the deadlines of assignments
- Adjusting how to participate in class
- Allowing a face-to-face examination in a separate room

10. References

1) UN Convention on the Rights of Persons with Disabilities

- The Convention on the Rights of Persons with Disabilities (CRPD) was adopted by the UN General Assembly in December 2006 and entered into force in May 2008. Japan signed the CRPD in September 2007, amended the Basic Act for Persons with Disabilities in August 2011, passed the Act for Eliminating Discrimination against Persons with Disabilities in fiscal year 2013, and enacted the Act in fiscal year 2016.
- Under the CRPD (Article 24 Education), States Parties shall recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system. In realizing this right, States Parties shall ensure that “reasonable accommodation of the individual’s requirements are provided.”

2) “Reasonable Accommodation” in Higher Education

- The definition of “reasonable accommodation” in higher education conforms to the provisions in the second summary report by the Panel on Academic Support for Students with Disabilities of the Ministry of Education, Culture, Sports, Science and Technology (“the second summary report”) issued in March 2017.
- Under the provisions in Article 8, paragraph 1 of the Act for Eliminating Discrimination against Persons with Disabilities, “when carrying out its business, a company must not violate the rights or interests of persons with disabilities through disparate and unfair discriminatory treatment on the basis of disability compared to persons without disability.” Under the provisions in Article 8, paragraph 2, “If a person with a disability expresses genuine willingness to eliminate a social barrier, the company, in carrying out its business, must endeavor to provide reasonable accommodation to implement the elimination of the social barrier so long as the burden associated with the relevant implementation is not disproportionate, in accordance with the sex, age, and state of disability of the person with a disability so that the rights and interests of the person with the disability are not violated.”

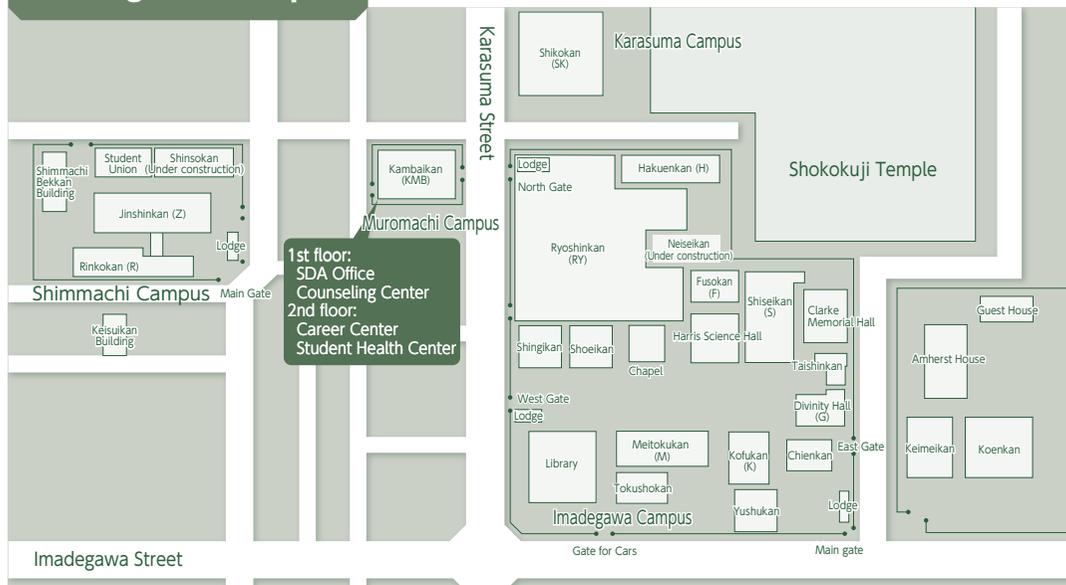
3) Definition and Scope of a Student with a Disability

- The provisions of Article 2 of the Basic Act for Persons with Disabilities (and the provisions of Article 2 of the Act for Eliminating Discrimination against Persons with Disabilities) define a “person with a disability” as a person with a physical disability, a person with an intellectual disability, a person with a mental disability (including developmental disabilities), and other persons with disabilities affecting the functions of the body or mind (hereinafter referred to collectively as “disabilities”), and who are in a state of facing substantial limitations in their continuous daily life or social life because of a disability or a social barrier. Social barriers are defined as “items, institutions, practices, ideas, and other things in society that stand as obstacles against persons with disabilities from engaging in daily life or social life.” A student with a disability, therefore, means a “student who is in a state of facing substantial limitations in his/her continuous daily or social life because of a disability or a social barrier” (the second summary report).

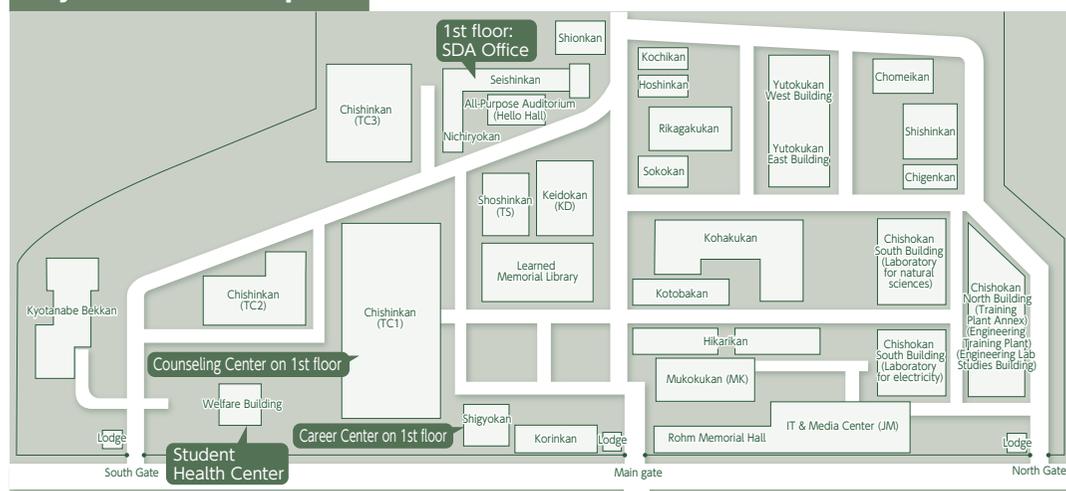
4) Scopes of Students, Student Activities, and Others

- The scope of students (regular students, non-degree students, auditing students, international students, etc.), the scope of activities (classes, extracurricular activities, school events, job-hunting activities, and all the other educational activities), and reasonable accommodation policies (ensuring of opportunities, information disclosure, decision making processes, teaching methods, support systems, and facilities/equipment) comply with the provisions in the second summary report.
- Other required items than those mentioned above comply with the provisions in the second summary report for the time being.

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