



Guidelines for Supporting Students with Disabilities



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Meiji University (including graduate schools and professional graduate schools) established the “Meiji University Regulations on Support for Students with Disabilities” in November 2018, with the aim of providing an environment where students with disabilities can engage in educational and research activities on an equal footing with students without disabilities, based on the founding principles of the University, thereby ensuring equal opportunities for education.

Based on these regulations, Meiji University has established the “Meiji University Basic Policy for Supporting Students with Disabilities” and the “Guidelines for Supporting Students with Disabilities for Meiji University Faculty and Staff” with the aim of promoting awareness of support for students with disabilities.

These guidelines have been developed in accordance with the Basic Act for Persons with Disabilities (Act No. 84 of 1970), the Act for Eliminating Discrimination against Persons with Disabilities (hereinafter referred to as the “Disability Discrimination Elimination Act”) as well as Guidelines for Promoting the Elimination of Discrimination on the Grounds of Disability in Business Fields Under the Jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) and the “Report of the Study Group on Support for Students with Disabilities in Higher Education (First to Third Summary)” administered by MEXT.

These guidelines have been revised from the “Handbook Support for Students with Disabilities for Meiji University for Faculty and Staff” issued in March 2019 to comply with the amended Disability Discrimination Elimination Act (effective from April 2024) and to promote support for Students with Disabilities at the University. They specify matters that faculty and staff should be aware of, specific measures to be taken, and points to note. The purpose of this document is to deepen understanding of the interpretation of laws and Meiji University regulations as well as the implementation of support for students with disabilities, and to enhance common understanding among faculty and staff.

We hope that not only faculty and staff involved in supporting students with disabilities, but also every member of faculty and staff will deepen their understanding of disabilities and promote support for students with disabilities by utilizing these guidelines.

At Meiji University, the Japanese term for “disability” is written as 「障がい」 rather than 「障害」.

* 「障害」 is used in names of laws and citations, etc.



Chapters 2 and 3 provide basic knowledge sections on supporting students with disabilities!
Please be sure to read these guidelines, not only when engaging with students with disabilities, but also as a faculty or staff member of the University!

Chapter 4 covers the necessary points for actually providing support to students with disabilities!



Chapter 5 includes a collection of examples of major disabilities and academic support (reasonable accommodations) as a reference when considering the content of interviews (constructive dialogue) and academic support (reasonable accommodations)!

2

National Policies Related to Persons with Disabilities

(1) Background to date (simplified version)

Year	Details
2006	Convention on the Rights of Persons with Disabilities by the United Nations General Assembly adopted
2011	Partial Amendment to Basic Act for Persons with Disabilities comes into effect
2012	MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (First Summary)"
2014	Convention on the Rights of Persons with Disabilities is ratified
2015	"Guidelines for Promoting the Elimination of Discrimination on the Grounds of Disability in Business Fields Under the Jurisdiction of MEXT" notified to private universities, junior colleges, technical colleges, and related businesses
2016	Disability Discrimination Elimination Act comes into effect
2017	MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (Second Summary)"
2023	Guidelines for Promoting the Elimination of Discrimination on the Grounds of Disability in Business Fields Under the Jurisdiction of MEXT (Amended) notified
2024	<ul style="list-style-type: none"> ● MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (Third Summary)" ● Partial Amendment of the Disability Discrimination Elimination Act (Amended Disability Discrimination Elimination Act) comes into effect



Key point

The University provides support for students with disabilities based on these national policies.

- ◆ MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (First Summary)" (hereinafter referred to as "First Summary of the MEXT Study Group Report")

https://www.mext.go.jp/b_menu/houdou/24/12/1329295.htm



- ◆ MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (Second Summary)" (hereinafter referred to as "Second Summary of the MEXT Study Group Report")

https://www.mext.go.jp/b_menu/shingi/chousa/koutou/074/gaiyou/1384405.htm



- ◆ MEXT, "Report of the Study Group on Support for Students with Disabilities in Higher Education (Third Summary)" (hereinafter referred to as "Third Summary of the MEXT Study Group Report")

https://www.mext.go.jp/b_menu/shingi/chousa/koutou/123/mext_01732.html



- ◆ Guidelines for Promoting the Elimination of Discrimination on the Grounds of Disability in Business Fields Under the Jurisdiction of MEXT (Amended) (hereinafter referred to as "MEXT Support Guidelines")

https://www.mext.go.jp/a_menu/shotou/tokubetu/material/mext_02599.html



(2) Key points of the Amended Disability Discrimination Elimination Act (came into effect April 2024)

The Act for Eliminating Discrimination against Persons with Disabilities (Disability Discrimination Elimination Act), which aims to promote the elimination of discrimination based on disability and to realize a society in which people with and without disabilities live together in harmony while respecting each other's personalities and individuality, came into effect on April 1, 2016. The Act was amended in May 2021 and went into effect on April 1, 2024.

A major change in the Amended Disability Discrimination Elimination Act is that all businesses, which includes private universities, are now **obligated to provide reasonable accommodations**.

	Prohibition of unfair discriminatory treatment	Provision of reasonable accommodations	Faculty and staff support procedures	Support guidelines for businesses
National government	Mandatory (Article 7.1)	Mandatory (Article 7.2)	Mandatory (Article 9.1)	Obligation to formulate for the areas under jurisdiction (Article 11.1)
Regional public entities (Public universities)	Mandatory (Article 7.1)	Mandatory (Article 7.2)	Best efforts obligation (Article 10.1)	-
National universities	Mandatory (Article 7.1)	Mandatory (Article 7.2)	Mandatory (Article 9.1)	-
Businesses (Private universities)	Mandatory (Article 8.1)	Best efforts obligation (Article 8.2) → Mandatory (Article 8.2)	-	Subject to MEXT Support Guidelines

From 2024.4

Disability Discrimination Elimination Act (Act No. 65 of 2013) (Excerpt)

(Responsibilities of the people)

Article 4 The people **must endeavor to contribute to the elimination of discrimination on the basis of disability** considering that eliminating discrimination on the basis of disability is important in realizing the society provided for in Article 1.

(Prohibition of Discrimination on the Basis of Disability by Companies)

Article 8 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 comparing to persons without disability.**

2 If a person with a disability expresses intent indicating the need for the removal of social barriers, 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 the disability of the person with a disability so that the rights and interests of the person with the disability is not violated.**

Based on laws and regulations and its founding spirit, the University has established regulations and basic policies regarding support for students with disabilities and is promoting such support.

(1) Meiji University Regulations on Support for Students with Disabilities

<https://www.meiji.ac.jp/learn-s/sgg/kitei.html>



(2) Meiji University Basic Policy for Supporting Students with Disabilities

<https://www.meiji.ac.jp/learn-s/sgg/basicpolicy.html>



(3) Approach to Support for Students with Disabilities at the University

As for the support for students with disabilities at the University, we ask that both organizations and individuals keep in mind the importance of actively taking **preliminary improvement measures** ^(*) to ensure equal opportunities for learning by creating an environment where students with disabilities can engage in educational and research activities with equal opportunities as students without disabilities.

Furthermore, **when there is an expression of intent indicating the need for the removal of social barriers** by students with disabilities, **reasonable accommodations will be provided** in accordance with the student's gender, age, and the nature of their disability.

For example, in classes, regardless of whether they are lectures or exercises, it is important to **ensure accessibility so that students with disabilities can participate with equal opportunities as students without disabilities**. To achieve this, it is necessary to provide the necessary **information access** and communication support for students who have difficulty hearing, understanding, pronouncing, and speaking words. (Reference: Second Summary of the MEXT Study Group Report)

Preliminary improvement measures ^(*)

This includes creating an accessible environment through measures such as making facilities and equipment barrier-free, providing human support such as services and assistants to aid with communication and expression, and improving information accessibility to enable persons with disabilities to smoothly access, use, and share information.

(Reference: Third Summary of the MEXT Study Group Report)

Support for Students with Disabilities
at the University



Key point

This process is general and preliminary in nature, as it is carried out in advance with a view to students with disabilities in mind, before any students with disabilities have expressed their intentions.

Promotion of preliminary
improvement measures
(Improvement of the environment)



Provision of reasonable
accommodations
(Implementation of support)



Key point

This process is individualized and retrospective in nature, as it involves constructive dialogue between the University, etc. and the student with a disability after the student has expressed his/her intentions.

(4) Prohibition of unfair discriminatory treatment

As stipulated in Article 8.1 of the Disability Discrimination Elimination Act, the rights or interests of students with disabilities must not be violated through disparate and unfair discriminatory treatment on the basis of disability.

[What is unfair discriminatory treatment?]

Refusing to provide various opportunities to persons with disabilities based on their disabilities without justifiable reasons.

[What does “without justifiable reasons” mean?]

Refusing or restricting the provision of various opportunities based on general or abstract reasons such as the risk of accidents or the possibility of danger, without considering each individual case and the specific circumstances and situations involved, does not constitute a justifiable reason.

(Reference: MEXT Support Guidelines)

Key point

After carefully considering each individual case, if there are justifiable reasons, it is necessary to explain those reasons to the students with disabilities in a thoughtful manner. It is also important for both the University and the students with disabilities to respect each other's positions while striving for mutual understanding.

Examples in classes

- Refusing the student from taking the course because reasonable accommodations cannot be provided
- Lowering the student's grade for having received reasonable accommodations
- Refusing the student from participating in practical training



Examples in student life

- Putting off support at the office
- Refusing to allow use or to provide services in the cafeteria
- Refusing participation in campus events because of inability to ensure access to information

(5) What are reasonable accommodations?

(1) Concept of reasonable accommodations

At the University, reasonable accommodations is defined in Article 2 of Meiji University Regulations on Support for Students with Disabilities as follows: “Necessary and appropriate modifications and arrangements, required in specific cases, that are made to ensure that students with disabilities can enjoy or exercise all human rights and fundamental freedoms on an equal basis with others in the context of the University's educational and research activities, and that do not impose a disproportionate or undue burden.”

In accordance with laws and regulations, when a student with a disability expresses a need for social barriers to be removed, the University will consider and implement reasonable accommodations to remove social barriers related to access to academic programs.

*The University sometimes uses the term “reasonable accommodations” synonymously with the term “details of academic support for students with disabilities.”

<Example>

(Due to my disability)
I can't go to the University...
I can't understand the class...



Consultation

Apply support while confirming the individual's intention

Application for academic support

Consideration of the details of reasonable accommodations (details of academic support)

Application for academic support

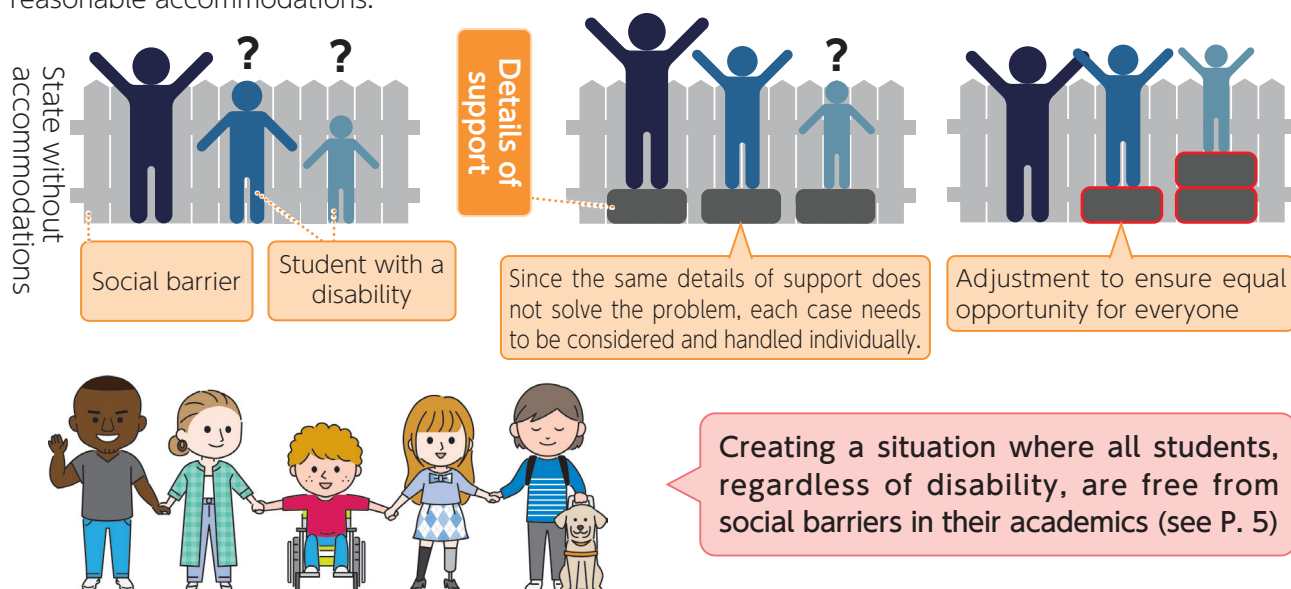
Expression of intent indicating the need for the removal of social barriers

Key point

The diagram below is often used when considering reasonable accommodations. Reasonable accommodations refers to adjustments (stepping stones in the diagram) made to remove social barriers (walls in the diagram) for students with disabilities.

The purpose of providing reasonable accommodations to students with disabilities is to ensure that they are provided with the equal opportunities as other students.

The following pages and beyond describe the items necessary to consider the details of such reasonable accommodations.



(2) Seven elements of reasonable accommodations

The Third Summary of the MEXT Study Group states: “Reasonable accommodation is based on the concept of the ‘social model of disability.’ It refers to measures that, without imposing an undue burden, remove social barriers in accordance with the individual needs of students with disabilities, fully respect their intentions, are ancillary to the core duties of universities and similar institutions, ensure equal opportunities for students with disabilities, and do not alter the fundamental nature of the matter.”

With this in mind, the University will consider the following seven elements listed in the “Basic Knowledge for the Prevention and Resolution of Disputes” published by the Japan Student Services Organization, an independent administrative agency, when considering reasonable accommodations.

①	Needs of the individual	Even with the same disability, there are many different social barriers that emerge. While referring to guidelines and precedents, it is necessary to engage in careful and constructive dialogue and respond to each case individually.
②	(Implementation of) removal of social barriers	By removing social barriers, students with disabilities can stand on the same starting line as other students and have equal access to educational and research opportunities.
③	Not an undue burden	Undue burdens must be determined comprehensively and objectively on a case-by-case basis, taking into account the specific circumstances and situation. The basic concept is presented on the next page.
④	Respect for intentions	Reasonable accommodations (academic support) do not mean that the details are decided uniformly. Constructive dialogue is important to ensure that the details respect the intentions of students with disabilities.
⑤	Ancillary to core duties	Accommodations in students’ private lives that is unrelated to university education and research are out of scope.
⑥	Equal opportunity	This is to ensure that students with disabilities are provided with the equal opportunities as other students.
⑦	Fundamental alterations not permitted	Reasonable accommodations provide equal opportunity among students and do not alter the fundamentals of education. The basic concept is presented on the next page.

Reference: Japan Student Services Organization

https://www.jasso.go.jp/statistics/gakusei_shogai_kaiketsu/kiso/kiso1_4.html



Key point Not an undue burden

MEXT Guidelines describe the basic concept of undue burden as follows. The University will also make determinations based on the following concept.

With regard to undue burdens, relevant businesses should consider the following factors on a case-by-case basis and **make comprehensive and objective determinations in taking into account the specific circumstances and situations**. It is inappropriate to determine that a burden is undue based on general and abstract reasons without considering each individual case and the specific circumstances and situations involved, as this would undermine the spirit of the Act. Relevant businesses should carefully consider each case individually and, **if they determine that the burden is undue, explain the reasons to the person with disabilities in a thoughtful manner and make efforts to gain his/her understanding**. In such cases, as mentioned above, **both the relevant businesses and the person with disabilities should respect each other's positions, engage in constructive dialogue to promote mutual understanding, and flexibly consider measures**, including alternative measures. (Excerpt from MEXT Support Guidelines)

- (1) Influence on work and business (whether it interferes with the purposes, nature, and functions of the work and business)
- (2) Feasibility (physical or technical constraints, or personnel or organizational constraints)
- (3) Cost and degree of burden
- (4) The scale of work and business
- (5) Fiscal and financial situation

It is important to consider the burden on the section in charge (human, material, and financial resources) and the burden on the course instructors but it is also important to consider whether it will be a burden on the school or the University as a whole!



When it comes to undue burdens, the key is constructive dialogue between the students with disabilities and the University. Let's work toward for mutual understanding!



Key point Fundamental alterations not permitted

The MEXT Guidelines state that with regard to fundamental alterations, "it is necessary to ensure that this does not involve any fundamental alteration to the purpose, content, or functions of the business." At the University, our basic policy to make decisions on a case-by-case basis through constructive dialogue with students with disabilities, while keeping in mind the principle of not making fundamental alterations to the education, research, and the objectives, content, and evaluation of each subject. In this regard, the **three policies (admission policy, curriculum policy, and diploma policy)** and the **syllabus for each subject** are important factors to consider.

Clarifying and disclosing the three policies, syllabuses, etc., visualizes the nature of education, and also **clarifies what can and cannot be altered** in the provision of reasonable accommodations. In particular, clearly stating the objectives, content, and evaluation methods of the course in the syllabus is important not only as a guide for course selection, but also for students with disabilities to consider in advance whether they will need support from the University or other institutions.

Syllabuses are important documents for all students, not just students with disabilities, when choosing courses. When creating a syllabus, it is also important to confirm that there are no items that could constitute social barriers for students with disabilities!

The syllabus is an important reference for interviews with students with disabilities (constructive dialogue) and for considering subsequent support details!



It is also important to note that the Third Summary of the MEXT Study Group Report states: "it is desirable to review the three policies as necessary to make it easier to determine the appropriateness of reasonable accommodations, such as whether it is possible to remove social barriers without changing the fundamentals of educational objectives, content, and evaluations by adjusting the methods of providing education under the responsibility of faculties and other entities."

Examples of Reasonable Accommodations Provided

Reference: MEXT Support Guidelines

Examples of what is considered to be a breach of the duty to provide reasonable accommodations

- ▶ Cases where applicants request the use of digital devices due to difficulties in writing during entrance examinations, periodic examinations, etc., and are **uniformly denied** on the grounds that “there are **no precedents** for permitting the use of digital devices.”
- ▶ Refusing a request from a student with an audiovisual disability to sit in a seat with a clear view of the screen or board, etc., in a class, etc., on the grounds that “**special treatment is not allowed**” **without considering** how to secure a seat or take other measures.
- ▶ Refusing to provide support when requested for help with moving around campus on the grounds of an abstract reason such as “**I’ll be in trouble if something were to happen.**”
- ▶ Refusing a request from a student with a disability to use a changing room with their support staff, on the grounds that “**there are no dedicated facilities,**” **without considering alternative facilities** such as vacant classrooms.



Examples of what is not considered to be a breach of the duty to provide reasonable accommodations

- ▶ In cases where students requiring medical care are unable to attend school due to poor health, refusing to provide **services that are not part of the business**, such as requesting medical care nurses to provide individual health management at home, when requested by parents or guardians.
- ▶ In University library and other facilities, when students with visual impairments request **assistance from faculty members or other staff members to accompany them around the premises during busy times**, informing them that due to congestion, **it is not possible to accompany them**, but that faculty members and staff can prepare books and other materials that they have been informed of.
- ▶ If a student with characteristics such as a developmental disability requests that credits earned in a subject they excel in be recognized in place of credits for a subject they struggle with (**effectively requesting a modification of graduation requirements**), while presenting alternative support measures, such as **adjustments to the method of course participation**, declining such a request based on the judgement that, in light of the diploma policy and other academic standards at the University, granting the request through modification of graduation requirements **would constitute a fundamental alteration to the objectives, content, or evaluation of its educational programs.**



*The above are merely examples, and whether or not there is a breach of the obligation to provide reasonable accommodations must be determined on a case-by-case basis.

(3) Constructive dialogue

Constructive dialogue refers to “discussions between a student with a disability and a university, etc. to share and recognize each other’s current situation while respecting the student’s intentions, so that both parties can determine the content of more appropriate reasonable accommodations” (Reference: Third Summary of the MEXT Study Group Report).

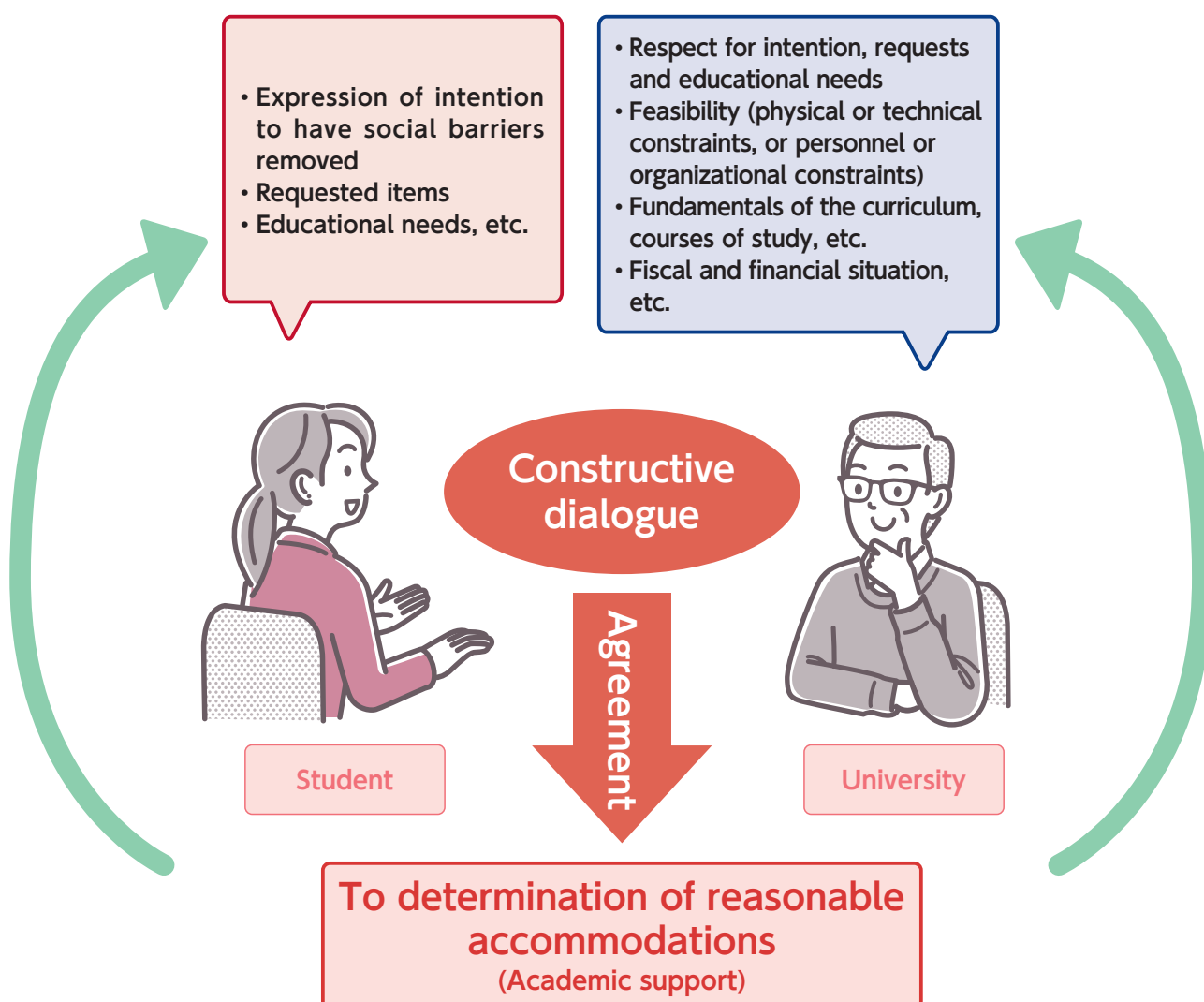
The seven elements of reasonable accommodations introduced thus far include “needs of the individual” and “respect for intentions.” As a principle of support for students with disabilities, we have emphasized the necessity of respecting the intentions and requests of students with disabilities themselves and **responding to each case individually.**

On the other hand, there are also matters that the university must comply with, such as “fundamental alterations not permitted” and “not an undue burden (on the University)”.

For these reasons, in considering reasonable accommodations, **it is essential that students with disabilities and the University share and recognize each other’s current situations and engage in constructive dialogue to determine the most appropriate reasonable accommodations for both parties.**

In cases where it is deemed difficult to provide accommodations that precisely meet the requests of students with disabilities, the University will carefully explain the reasons why, engage in constructive dialogue to deepen mutual understanding, and work together with the student to explore alternative measures that achieve equivalent results in line with the original objectives.

When determining the details of reasonable accommodations, it is necessary to engage in constructive dialogue in accordance with changes in the nature of the disability and grade progression.



(4) Social model of social barriers and disabilities

What are social barriers?

A social barrier means “items, institutions, practices, ideas, and other things in society that stand as obstacles against persons with disabilities engaging in daily or social life” (Article 2.2 of the Disability Discrimination Elimination Act), and universities are required to remove such barriers.



It can also be thought of as the cause lying in the structure of society, which was created based on the assumption that the majority of people do not have disabilities.

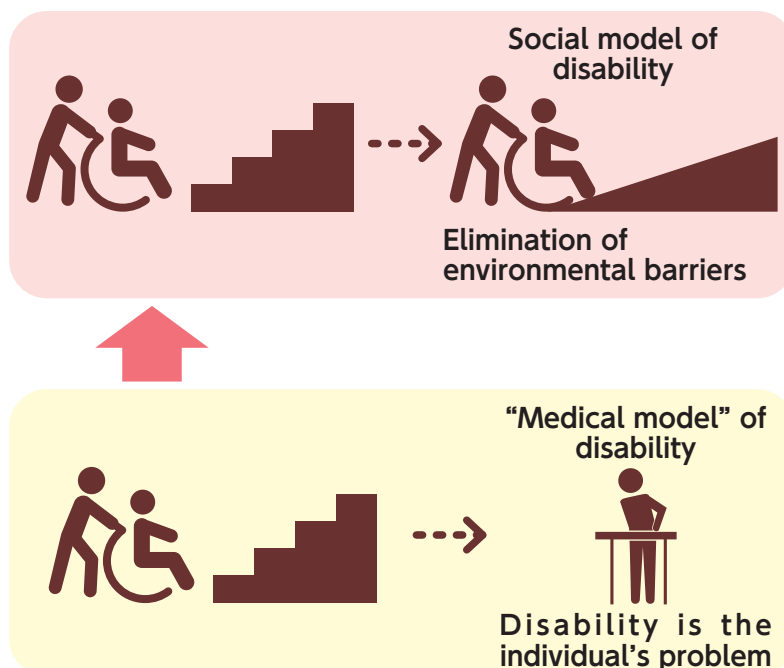
What is the “social model” of disability?

Social model of disability

A concept that views disabilities not only as impairments of an individual's physical or mental functions, but also as barriers created by social constraints and other environmental factors, and that disabilities can be overcome by removing such social barriers (the concept that disabilities are relative and determined by the interaction between individuals and various factors in society).

“Medical model” of disability

The concept of disability as a condition that arises in individuals due to illness or injury, requiring medical treatment by professionals.



(5) Relationship between unfair discriminatory treatment and reasonable accommodations

Both unfair discriminatory treatment and reasonable accommodations may serve to create exceptions to rules (regulations, rules, bylaws, provisions, standards, policies, customs, practices, etc.). Therefore, the question may arise as to whether the act of universities, etc. establishing exceptions to the rules constitutes unfair discriminatory treatment or reasonable accommodations.

(Reference examples)

- There have been cases where, in a class where it is customary for all students to be called on to speak, an instructor—intending to provide reasonable accommodations—did not call on a student with a disability. However, the student felt that being excluded from participation because of their disability constituted unfair discriminatory treatment. Failure to engage in constructive dialogue and establishing exceptions to the rules without fully respecting the intentions of students with disabilities can lead to situations such as this.
- In classes that include practical training, if there is a foreseeable risk of specific danger in carrying out the tasks required for the training, providing an alternative form of practical training for a student with a disability is considered to be a justified measure from the standpoint of ensuring the student's safety, and therefore does not constitute unfair discriminatory treatment. However, even in this case, mutual understanding through constructive dialogue with students with disabilities is necessary.



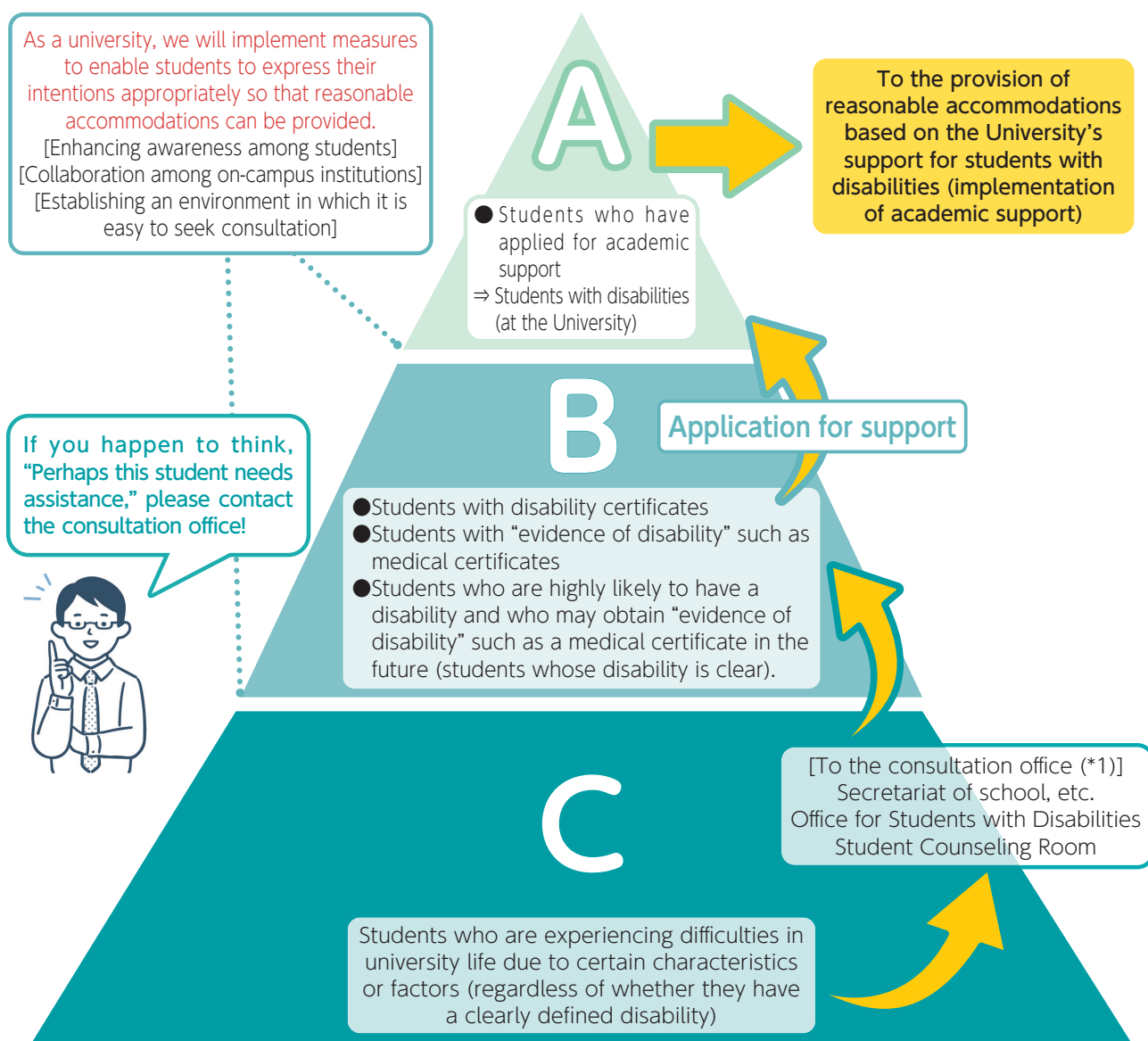
Reference: Third Summary of the MEXT Study Group Report

(1) Who are students with disabilities?

Students with disabilities in the University's support for students with disabilities are defined as **students who have applied for academic support**. (For information on how to apply to the University, please refer to P. 15 and following pages.)

This is because the "expression of intent indicating the need for the removal of social barriers by students with disabilities" in the provision of reasonable accommodations is defined as "application for academic support".

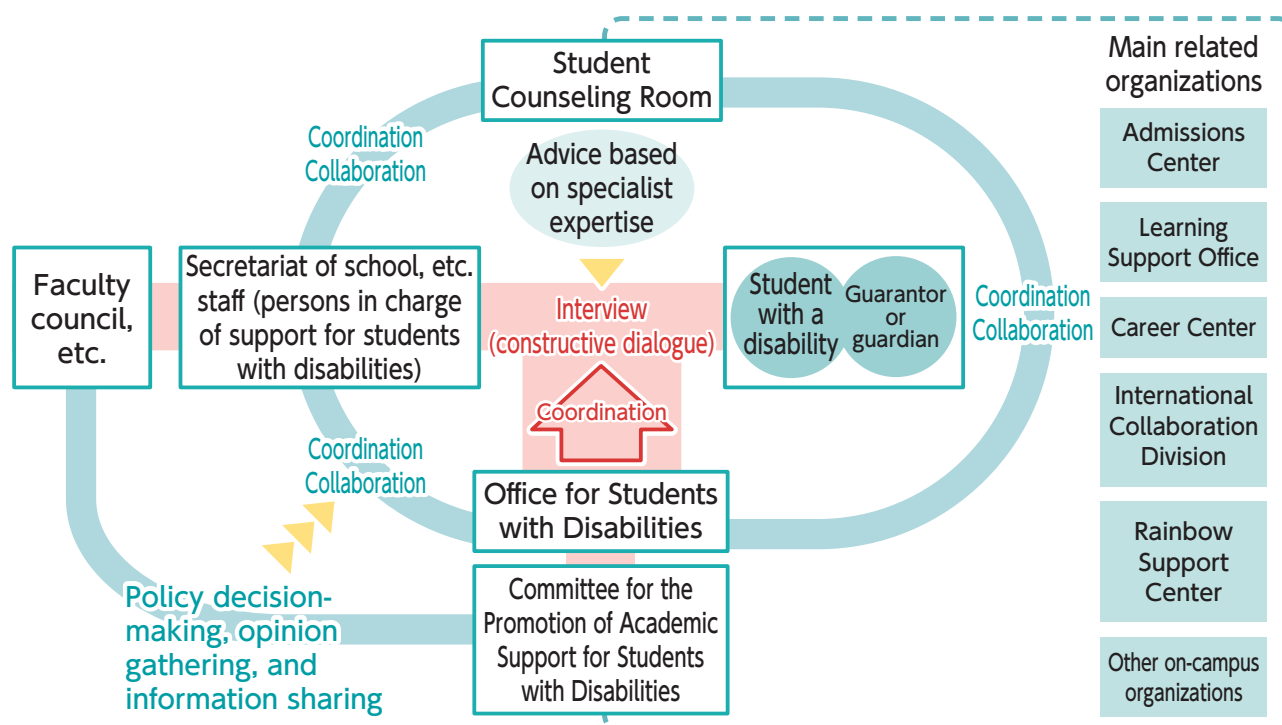
However, the Third Summary of the MEXT Study Group Report states: "In order to accurately understand the intentions of students with disabilities and link them to the provision of reasonable accommodations, it is important for universities and other institutions to make efforts to enable students to express their intentions appropriately." It further states that "programs and opportunities should be provided to help students deepen their self-understanding and develop the ability for self-advocacy, so that they can make decisions and express their intentions independently, such as what reasonable accommodations are truly necessary for them to study at universities and other institutions." This is why, as part of our support for students with disabilities, we will adopt the following approach as our basic principle in understanding students with disabilities.



*1 The consultation office is based on Article 8 of the Meiji University Regulations on Support for Students with Disabilities.

(2) Systematic diagram of support for students with disabilities

(1) Related organizations and roles



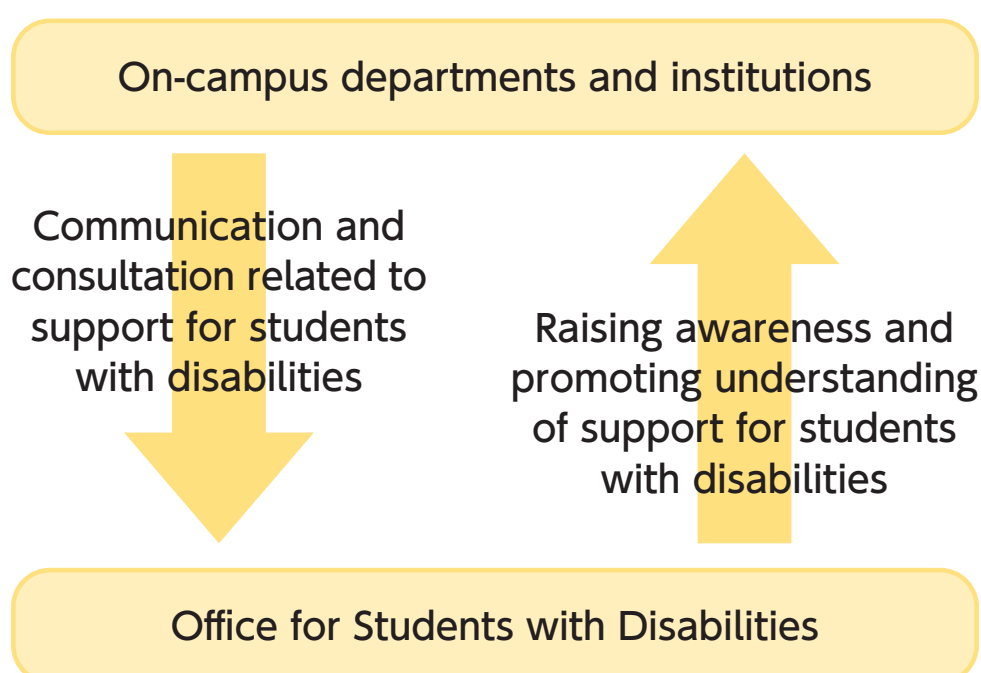
Related organization (institution)	Main role of academic support for students with disabilities
Secretariat of school, etc.	<ul style="list-style-type: none"> ◆ Office for receiving applications for academic support ◆ Setting up Interviews (constructive dialogue) with students with disabilities, reviewing and implementing academic support measures (reasonable accommodations), and other related procedures ◆ Consultation office (Regulation Article 8)
Faculty council, etc.	<ul style="list-style-type: none"> ◆ Entity for determining and implementing academic support (reasonable accommodations)
The committee of the school, etc. concerned, etc., as delegated by the faculty council	<ul style="list-style-type: none"> ◆ Consideration of the details of academic support (details of reasonable accommodations)
Office for Students with Disabilities	<ul style="list-style-type: none"> ◆ Coordination of support for students with disabilities Provides advice to relevant parties to facilitate constructive dialogue and consensus on the details of academic support (details of reasonable accommodations) for students with disabilities, and coordinate to ensure that support is smoothly considered, decided, and implemented. ◆ Secretariat of the Committee for the Promotion of Academic Support for Students with Disabilities Responsible for overseeing all support for students with disabilities at the University, as well as planning and implementing related initiatives. ◆ Consultation office (Regulation Article 8)
Committee for the Promotion of Academic Support for Students with Disabilities	<ul style="list-style-type: none"> ◆ Deliberation on important matters related to the promotion of support for students with disabilities at the University (Regulation Article 9)
Student Counseling Room	<ul style="list-style-type: none"> ◆ Consultation services regarding students' academic studies, daily life, and psychological issues (Meiji University Student Counseling Room Regulations Article 3) ◆ Through the aforementioned consultation, if the need for academic support for students with disabilities is recognized, they are referred to the application support procedures (coordination and collaboration) ◆ Through the above consultation services, we provide advice on information sharing when necessary for supporting students with disabilities ◆ Advice to relevant organizations regarding the review and implementation of academic support (details of reasonable accommodations) for students with disabilities who are already using the Student Counseling Room, based on specialized knowledge about disabilities (*) ◆ Consultation office (Regulation Article 8)

*Advice based on specialized knowledge regarding disabilities is provided in the form of written opinions from psychiatrists and counselors at the Student Counseling Room

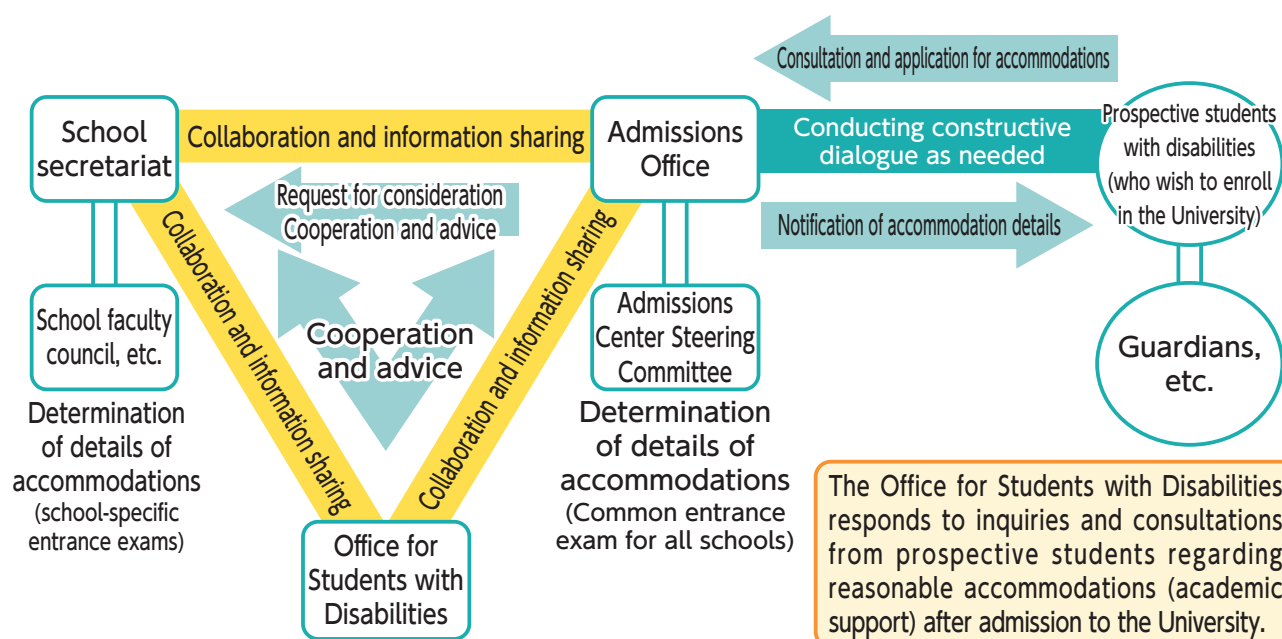
Related organization (institution)	Main role of academic support for students with disabilities
Admissions Center	◆ Measures to be taken as accommodations for entrance examinations (see P. 15 for details)
Learning Support Office	◆ Implementation of learning support for students with disabilities
Career Center	◆ Implementation of career support for diverse students with disabilities ◆ Through career counseling, if the need for academic support for students with disabilities is recognized, they are referred to the application support procedures (coordination and collaboration)
International Collaboration Division	◆ Coordination and collaboration for students with disabilities who require support during study abroad (dispatch and reception)
Rainbow Support Center	◆ Consultation and advice on diverse sexuality (Meiji University Rainbow Support Center Regulation Article 2) ◆ Through the aforementioned consultation, if the need for academic support for students with disabilities is recognized, they are referred to the application support procedures (coordination and collaboration)
Other on-campus organizations	◆ Consideration of matters related to support for students with disabilities



For matters related to support for students with disabilities, please contact the Office for Students with Disabilities!



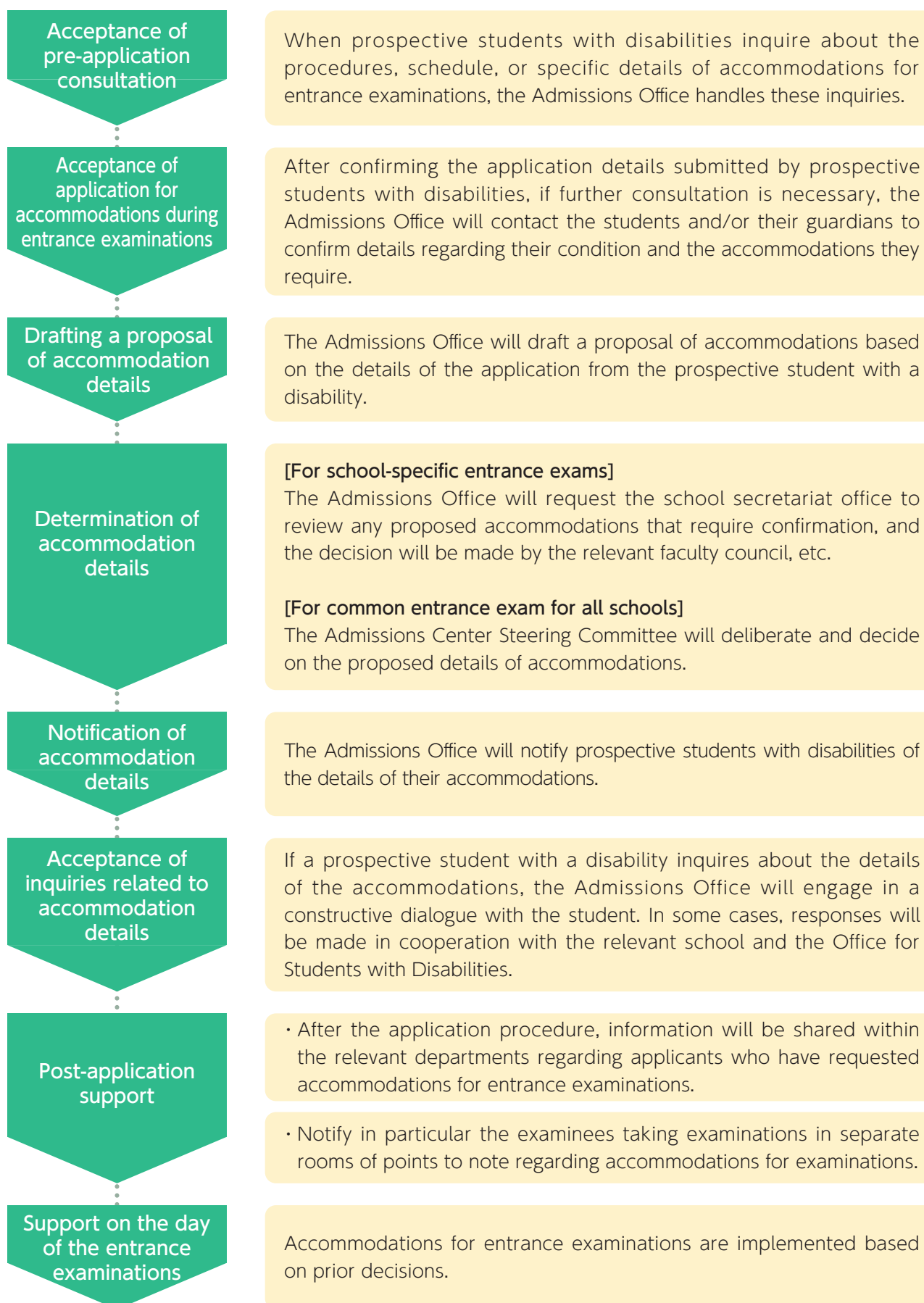
(2) Support for students with disabilities in entrance examinations (examination accommodations)



Related organization (institution)	Main roles of support for students with disabilities in entrance examinations (special accommodations for examinations)
Admissions Office	<ul style="list-style-type: none"> ◆ Consultation and application office for prospective examinees regarding accommodations while taking examinations ◆ Prepare a proposal of accommodation details, and request the school secretariat to review it when necessary ◆ Cooperation and advice for the school secretariat in determining the details of accommodations ◆ Notification of the details of accommodations for candidates who have applied for accommodations ◆ Support on the day of the entrance examinations (leading examinees to separate rooms, etc.)
Admissions Center Steering Committee	<ul style="list-style-type: none"> ◆ Determination of details of accommodations (Common entrance exam for all schools)
School secretariat	<ul style="list-style-type: none"> ◆ Support on the day of the entrance examinations (Matters related to examination questions and answers, such as enlarging and printing the paper) ◆ Collaboration with the Admissions Office's consultation support for prospective examinees regarding accommodations for entrance examinations
School faculty council, etc.	<ul style="list-style-type: none"> ◆ Determination of details of accommodations (school-specific entrance exams)
Office for Students with Disabilities	<ul style="list-style-type: none"> ◆ Cooperation and advice in responding to inquiries from prospective examinees regarding accommodations for examinations conducted by the Admissions Office and school secretariat ◆ Cooperation and advice for the Admissions Office and school secretariat in determining the details of accommodations ◆ Support on the day of the entrance examinations (leading examinees to separate rooms, etc.) ◆ Response to inquiries and consultations from prospective students regarding reasonable accommodations (academic support) after admission to the University.

*For entrance examinations conducted by the schools, etc. other than the common entrance exam for all schools and school-specific entrance exams, the relevant entrance examination administrator and the Office for Students with Disabilities will collaborate to provide support

Flow of application for accommodations during entrance examinations



1 Introduction
(Purpose)

2 National Policies
Related to Persons
with Disabilities

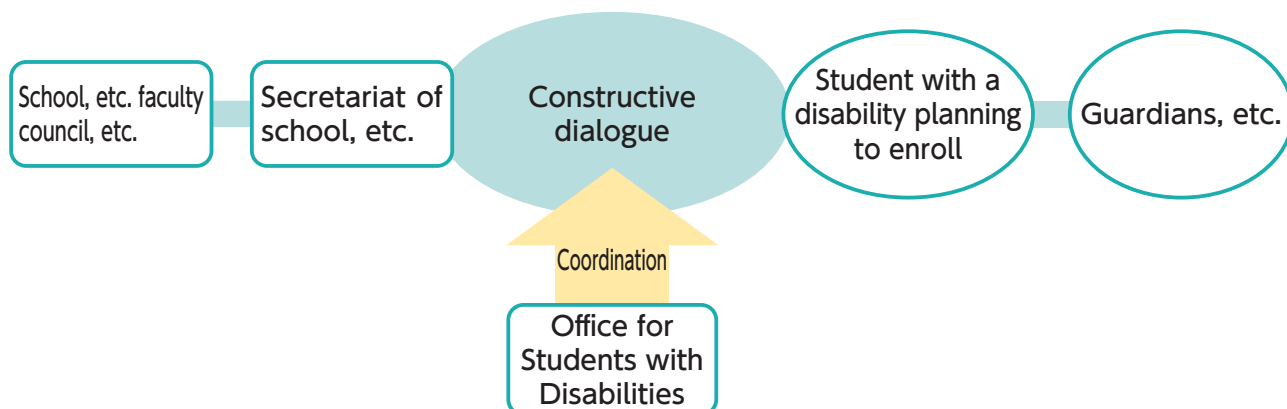
3 Support for Students
with Disabilities at the
University

4 Support Structure for
Students with Disabilities
at the University

5 Reference

(3) Support for students with disabilities who plan to enroll (after completion of enrollment procedures)

In principle, students who plan to enroll in the University will be supported in accordance with the flow of support for students with disabilities after their enrollment. However, if support is required prior to enrollment, in principle, we will respond in accordance with the following guidelines.



In cases where there are inquiries and consultations from prospective students regarding reasonable accommodations (academic support) after enrollment to the University

The school, etc. and the Office for Students with Disabilities will collaborate to provide support, such as conducting interviews (constructive dialogue). However, specific accommodations will be confirmed and decided after enrollment, once course selections have been finalized.

If the University requires an interview (constructive dialogue) prior to enrollment <When time is required to prepare for reasonable accommodations (academic support)>

Whether or not a pre-enrollment interview (constructive dialogue) is necessary will be determined through collaboration between the school, etc. and the Office for Students with Disabilities, based on information shared regarding the admission status and enrollment procedures of prospective students for whom accommodations have been implemented during entrance examinations. When conducting interviews, the same method as described in "Interviews (constructive dialogue)" on P. 21 shall be used.



Key point

Accommodations for entrance examinations and academic support

Since the nature of the accommodations for entrance examinations and academic support after enrollment are fundamentally different, the accommodations for the entrance examinations do not carry over directly into academic support.

After enrollment, following the support process for students with disabilities, we will determine the details of academic support through interviews (constructive dialogue), taking into consideration the nature of the courses that student will take.

Please note that when considering academic support, we may refer to the accommodations for entrance examinations.

(3) Flow of provision of reasonable accommodations for academic support (implementation of support)



STEP
0

Pre-application consultation

Some students may consult or inquire before applying for support. If it is determined that academic support is needed, the student will be referred to the application for support.

Organization in charge (Person in charge)

Consultation office

To P. 19

1 Introduction
(Purpose)



STEP
1

Receipt of applications for academic support

Applications for support will be accepted at the secretariat of school, etc. to which the student with a disability belongs.

Secretariat of school, etc.

To P. 20

2 National Policies
Related to Persons
with Disabilities



STEP
2

Interview (constructive dialogue)

This is a very important step in supporting students with disabilities. A draft of the details of academic support (reasonable accommodations) will be prepared at this interview.

Secretariat of school, etc. and Office for Students with Disabilities

To P. 21

3 Support for Students
with Disabilities at the
University



STEP
3

Determination of details of academic support (reasonable accommodations)

The details decided through the interview will be finalized and communicated to the student with a disability.

Faculty council or its delegated committee, etc.

To P. 24

4 Support Structure for
Students with Disabilities
at the University



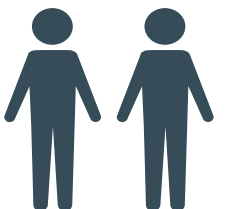
STEP
4

Issuance of Request for Accommodations Form

A document stating the details of the decision is notified to the course instructors who will actually provide accommodations (implement support) (the document is also shared with the Office for Students with Disabilities).

Secretariat of school, etc.

To P. 25



STEP
5

Implementation of academic support (provision of reasonable accommodations)

Each course instructor will provide academic support (reasonable accommodations) in accordance with the Request for Accommodations Form.

Course instructors

To P. 26

5 Reference



STEP
6

Implementation of monitoring

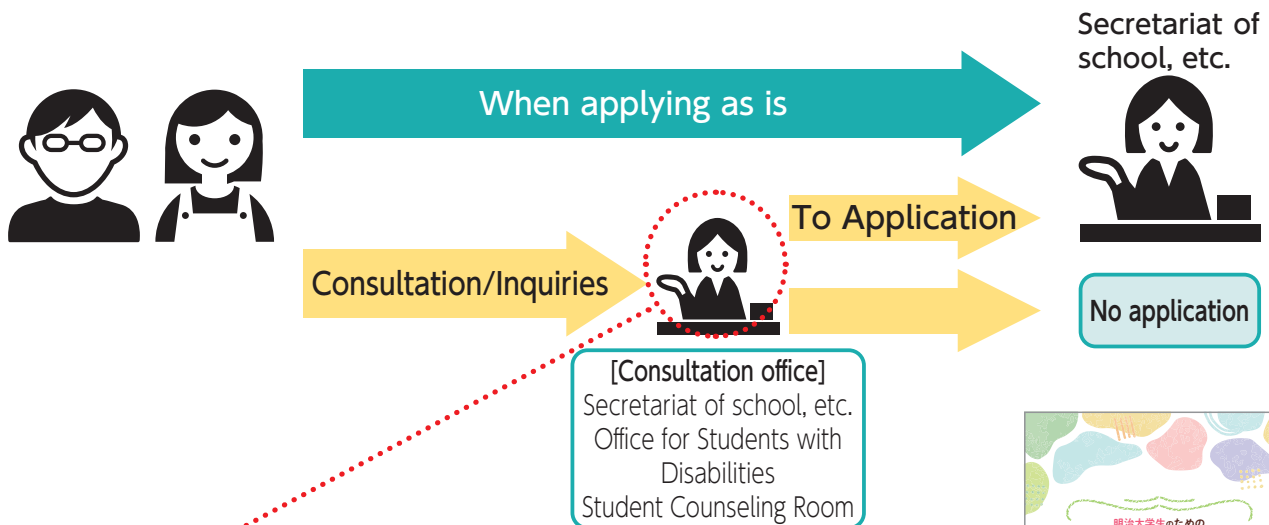
After providing support, we will confirm that there are no issues and conduct interviews (constructive dialogue) as necessary.

Secretariat of school, etc. and Office for Students with Disabilities

To P. 27

STEP 0

Pre-application consultation



★ After receiving consultation..

1. Please explain the support for students with disabilities in accordance with the Support Guide for Students with Disabilities at Meiji University .
2. Upon doing so, please respect the intentions of students regarding whether or not they wish to apply.



Key point



- ★ Depending on the disability, it may be difficult for the student to grasp and communicate his/her own situation. If students are unsure whether to apply, please refer them to the Office for Students with Disabilities.
- ★ To apply, students will need to fill out the "Application for Academic Support Form". Depending on the disability, it may be difficult to enter the circumstances and requests in the application form. In this case, please refer the student to Office for Students with Disabilities.

Check

Reasonable accommodations compared to educational accommodations

Reasonable accommodations

Based on the Disability Discrimination Elimination Act, the non-provision of reasonable accommodations is prohibited, and reasonable accommodations are defined as measures that meet multiple requirements and are agreed upon through constructive dialogue. Compared to educational accommodations, the responsibility of the organization as a provider and the two-way nature of the relationship are clear.

Educational accommodations

In response to requests for accommodations, regardless of disability, school and individual faculty and staff members shall make efforts within the scope of their authority based on educational principles and personal goodwill.

Reference: Kyoto University Higher Education Accessibility Platform website

STEP
1

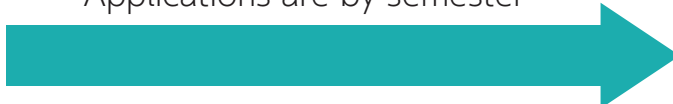
Receipt of applications for academic support



Spring semester

Fall semester

- Applications are by semester -

Secretariat of
school, etc.

★ About the required items

- (1) Complete the Application for Academic Support Form
- (2) Submit the disability certificate (copy) or medical certificate

If symptoms vary widely and each symptom requires a separate diagnosis, in principle, separate medical certificates must be submitted for each diagnosis.

About the medical certificate (in case of continuing application)

- A medical certificate must be submitted for the first application semester of the academic year.
- If there is no change in symptoms or diagnosis, a medical certificate does not need to be submitted for an application for continuation for the fall semester.



★ In order to appropriately understand the circumstances of students with disabilities, the University requires them to submit their disability certificate (copy) or a medical certificate. However, in some cases, it may take time to obtain these documents, or it may be difficult to submit them due to circumstances. In such cases, the following shall apply.

(1) If it takes time but can be submitted

⇒ The submission will be made at a later date, and the process of support will proceed. In such cases, we will conduct interviews (constructive dialogue) corresponding to STEP 2 of the support process to gather information about the disability and strive to accurately assess the situation.

(2) If submission is difficult for some reason

⇒ The support process will proceed based on standardized psychological assessments, expert opinions from within and outside the institution, and documentation regarding support at high schools or special needs schools prior to enrollment in a university or other higher educational institution (excerpted from Second Summary of the MEXT Study Group Report). In such cases, we will conduct interviews (constructive dialogue) corresponding to STEP 2 of the support process to gather information about the disability (including the reason submission is difficult) and strive to accurately assess the situation.



Key point

There are no deadlines for receipt of applications for support

At the University the “expression of intent indicating the need for the removal of social barriers by students with disabilities” in the provision of reasonable accommodations is defined as “application for academic support” and applications can be submitted at any time. However, since it takes time from the consideration of support details to their implementation, if applications are received in the middle of the semester or just before examinations, the support that can be provided will be limited. It is important to carefully explain these points in interviews (constructive dialogue) and deepen mutual understanding (see P. 10).

STEP 2

Interview (constructive dialogue)

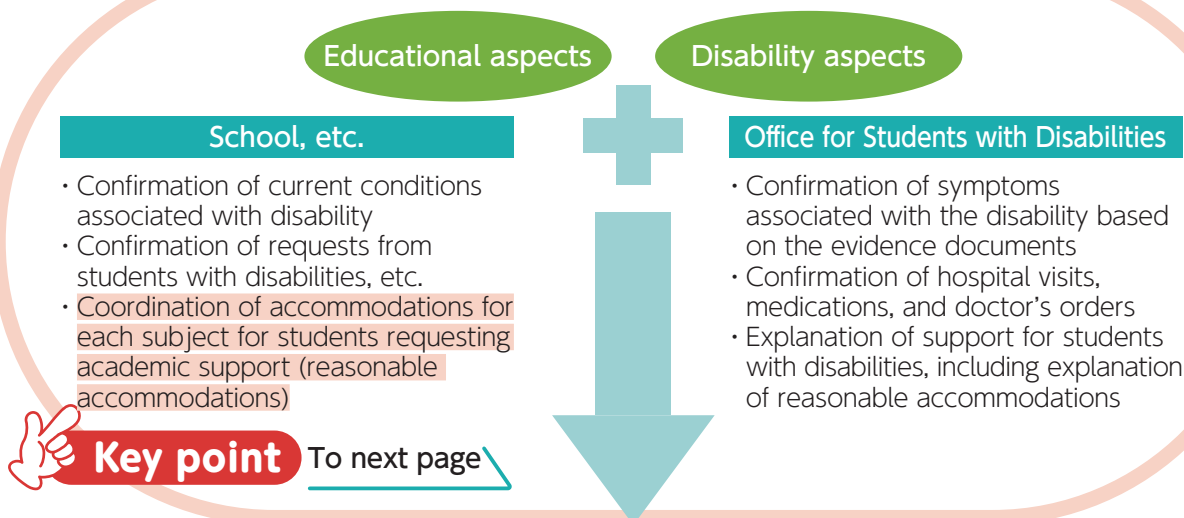
Can be done in person or online!

Interviews (constructive dialogue) are a very important step in supporting students with disabilities. In principle, the following format shall be used in conducting interviews.

New applicants ⇒ **An initial interview is mandatory in principle.**



Main items to be confirmed during interviews



School, etc.

Drafting the Request for Accommodations Form (mandatory)

Sharing

Office for Students with Disabilities

Preparation of interview minutes (mandatory)

Check

If you have any difficulties in conducting interviews, please contact the Support Office for Students with Disabilities!

For example...

- If the individual does not wish to be interviewed or refuses to be interviewed
⇒ Please consult with the Office for Students with Disabilities. Alternatives will be considered.
- When it is difficult to conduct an interview due to circumstances at the school, etc. (e.g., when urgent support is required)
⇒ Please consult with the Office for Students with Disabilities. We will consider alternatives to interviews, determine the appropriateness of not conducting interviews, keep records of our decisions, and proceed with the support process.



Key point

Coordination of accommodations for each class subject for students requesting academic support (reasonable accommodations)



Please confirm the seven elements of reasonable accommodations (P. 7)!

As an assumption

Reasonable accommodations are, by their nature, individual in nature. Therefore, even if students have the same disability, the accommodations provided will vary depending on their school, the courses they are taking, and their circumstances at the time. Conversely, it is important to avoid making formulaic decisions such as “this disability requires this accommodation” or “we have taken this approach before.”

In addition to the above, we introduce some key points regarding interviews (constructive dialogue).



Please also refer to the case studies (P. 30~)!

[Timing of provision of reasonable accommodations (academic support)]

The provision of reasonable accommodations (academic support) begins when the details of the support are determined and shared with the course instructors.

[Reasonable accommodations and educational accommodations]

Providing reasonable accommodations that involve legal obligations may take time due to the need to reach an agreement. When it takes time to provide reasonable accommodations (actual support), or when support is requested mid-semester, it is desirable to provide support from the perspective of educational accommodations for classes where support could not be provided in time.

[When it is difficult to attend face-to-face classes (including absences due to disabilities)]

Taking into consideration the circumstances and requests of students with disabilities and the fact that the fundamental nature of the course cannot be altered, the following alternatives are possible, provided that information is made accessible:

- (1) providing classes online, or
- (2) submission of reports instead of attending classes.

For information on online classes, please refer to the attachment, “Provision of Online Classes as Reasonable Accommodations for Students with Disabilities.”

If, through interviews, it is determined that attending face-to-face classes is difficult and reasonable accommodations are necessary, please indicate this in the Request for Accommodations Form. The specific accommodations to be provided will be determined by the course instructor. (For details, please refer to STEP 5 on P. 26.)

[Regarding access to information]

It is important to ensure accessibility so that students with disabilities can participate equally with students without disabilities regardless of lectures, practical exercises, and other formats. As a means to this end, it is necessary to provide communication support for students who have difficulty in hearing, understanding, pronouncing, and speaking words.

(e.g., posting course materials on Oh-o! Meiji, providing transcription data for video teaching materials and lecture videos, etc.)

[Academic support (reasonable accommodations) during periodic examinations]

Basic concept of reasonable accommodations in grading

The purpose of support for students with disabilities is to provide them with “equal opportunities for participation” through reasonable accommodations. Therefore, in grading, fairness with other students must be ensured, rather than changing educational objectives and assessment criteria or lowering the passing criteria for students with disabilities.

Reasonable accommodations during periodic examinations

Since periodic examinations are one of the means of grading, based on the above basic concept, we will consider the details of necessary reasonable accommodations through constructive dialogue with students with disabilities, taking into account the seven elements of reasonable accommodations, such as not changing the three policies of the relevant school, etc. or the fundamentals of each course, and not imposing an undue burden on the University. In addition, based on the results of the review, if it is determined that accommodations are necessary for periodic examinations in schools, etc., specific measures must be decided upon in consultation with the course instructors, taking into consideration the perspective that the fundamentals of the course must not be altered. In addition, please note the following.

[Change to report assignment, etc.]

If the grading method is to be changed, special care should be taken to ensure that the change does not involve a fundamental alteration in the nature of the educational objectives, grading criteria, etc.

[Extension of examination time, taking the examination in a separate room, etc.]

In light of the implementation system for periodic examinations (staff allocation, facility adjustments, etc.), it is also necessary to consider whether this will place an undue burden on the University.

*When it is difficult to judge...

- (1) We will refer to the details of any accommodations provided to students with disabilities during entrance examinations.
- (2) If it is difficult to handle the matter within your department, please consult the Office for Students with Disabilities.

[Implementation of special examinations (make-up examinations)]

Special examinations (make-up examinations) are “examinations conducted for students who were unable to take periodic examinations due to unavoidable circumstances”^{*1}. They are conducted after the relevant courses, reasons, and supporting documentation, etc. have been clarified and approved by the faculty council.

As a detail of accommodations for students with disabilities, if it is deemed appropriate to conduct special examinations (make-up examinations), please implement them in accordance with the above decision-making process.

^{*1} Refer to Chapter 3.3 Academic Affairs Edition, “Academic Affairs Administrative Procedures Manual”



In cases where technical assistance is required, such as enlargement of examination papers, Braille translation, etc., the school, etc., and the Office for Students with Disabilities will collaborate to implement the necessary support.



Key point

In any case, it is important to reach a mutual understanding and agreement between students with disabilities and the University through constructive dialogue.

The necessity of reasonable accommodations in periodic examinations varies depending on the disabilities and symptoms of students with disabilities, their circumstances, the fundamentals of the course, and the circumstances of the school. The necessity of such support will be determined through interviews (constructive dialogue) with students with disabilities. In addition, staff members from the Office for Students with Disabilities attend interviews to ensure that appropriate judgements are made.

At the time of application for continuation ➡

In principle, interviews are mandatory. However, in the following cases, we will take flexible measures on a case-by-case basis to ensure that support is provided promptly.

If a student with a disability indicates that (1) symptoms or diagnosis have not changed and (2) there is no need to change the accommodations provided, the support flow can proceed without an interview.

Points to note

- ★ If the interview is omitted, please record the declaration of intent from the student with disabilities ((1) and (2) above) and share the information with the Office for Students with Disabilities.
- ★ When advancing to the next school year, if you wish to continue submitting a support application, it may be necessary to reevaluate the content of reasonable accommodations (academic support) according to the curriculum. In such cases, interviews should be conducted in principle.

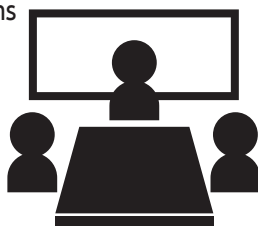
STEP 3

Determination of details of academic support (reasonable accommodations)

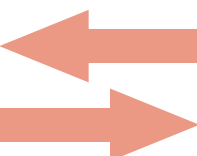
The committee of the school, etc. concerned, as delegated by the faculty council

Faculty council, etc.

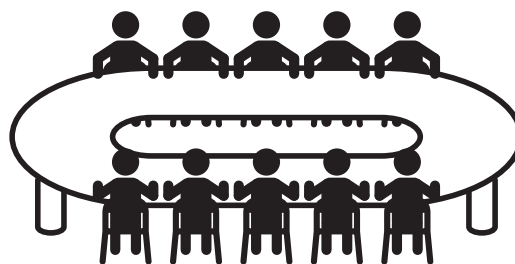
Draft of accommodations formulated through interviews



Delegation



Reporting



1

To provide support promptly, a committee appointed by the faculty council, etc. responsible for supporting students with disabilities will review and decide on the details of the accommodations requested through interviews.



Key point

- Decisions regarding academic support (reasonable accommodations) should not be made solely by faculty members or sections responsible for supporting students with disabilities, but through the entire flow of an entire organization.
- When deliberating the details of accommodations, it is also important to consider the seven elements of reasonable accommodations (see P. 7). Among these, the three policies of the school and the syllabus of courses in which accommodations should be provided are important factors in the decision-making process.

2

If any doubts arise regarding the details of accommodations, we will collaborate with the Office for Students with Disabilities to review the details of accommodations through another interview (constructive dialogue).

3

After deciding on the details of accommodations, the following steps will be taken: (1) notify the student with a disability of the accommodations in writing, (2) notify the course instructors of the accommodation requests, and (3) share the accommodation requests with the Office for Students with Disabilities.

★ If any doubts are raised by the course instructors regarding the details of accommodations, we will collaborate with the Office for Students with Disabilities and the accommodations will be reviewed through further consultation (constructive dialogue). (See P. 26 for details.)

4

Please report regularly to faculty meetings, etc. on the support provided to students with disabilities in your school, etc., and ensure that faculty councils, etc. are aware of the actual situation regarding support for students with disabilities.

(For example, reporting the number of applicants for support and details of accommodations at a faculty council, etc. meeting at the end of the spring and fall semesters.)

STEP 4

Issuance of Request for Accommodations Form

After determining the details of academic support (reasonable accommodations), we will notify the course instructor where accommodations are needed by providing them with the Request for Accommodations Form with the details listed. Please confirm the following when preparing the Request for Accommodations Form.

Issuing entity

The issuing entity shall be the relevant dean, etc.

Items listed

- 1) Student information (name, year of admission, school, department, major, year group number, student ID number)
- (2) Name of the course for which the course instructor is providing accommodations
- (3) Name of disability of student concerned
- (4) **Current situation due to disability** *See Check (1)
- (5) **Details of academic support (reasonable accommodations)** *See Check (2)
- (6) **Readjustment in case of difficulty in implementing support** *See Check (3).
- (7) 2D barcode for monitoring (to be described based on the monitoring implementation guidelines on P. 27)
- (8) Contact for inquiries



Please include information obtained during the interview (constructive dialogue) regarding the current situation caused by the disability (what symptoms the student has, what difficulties the student is facing, etc.), so that each course instructor can understand the student's situation.



- ★ The details of academic support (reasonable accommodations) are determined through interviews and discussions, taking into consideration the seven elements of reasonable accommodations, and must be provided (implemented) as a legal obligation.
- ★ It is also necessary to consider the fundamentals of each course, the status of classes, and the circumstances of the course instructor. Therefore, the specific implementation methods will be left to the discretion of the course instructor (in some cases, specific implementation methods may need to be specified as reasonable accommodations depending on the disability).



- ★ Depending on the nature of each curriculum or course, the circumstances of the class, and the circumstances of the course instructor, it may be difficult to implement the relevant accommodations details. In such cases, the Request for Accommodations Form will clearly state that the relevant course instructor, the school, etc., and the Office for Students with Disabilities will re-adjust the accommodations details.



The format of the Request for Accommodations Form is available in the Office for Students with Disabilities, so please contact them if you need it!

If you receive inquiries from course instructors regarding the Request for Accommodations Form and you are unsure how to respond, please consult with the Office for Students with Disabilities!



Course instructor

Questions/Consultations



School, etc.
faculty and staff

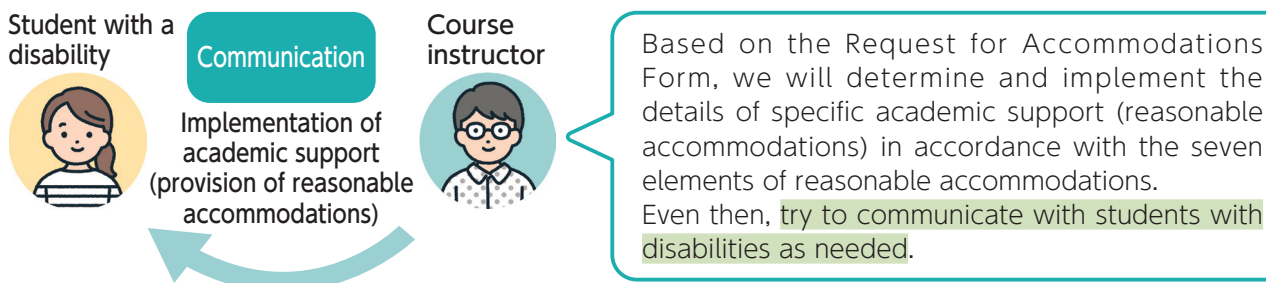
Consider and
support in
collaboration



Office for Students
with Disabilities

STEP
5Implementation of academic support
(provision of reasonable accommodations)

Upon receipt of the Request for Accommodations Form, the course instructor must provide academic support (reasonable accommodations) in accordance with the details listed in the document.

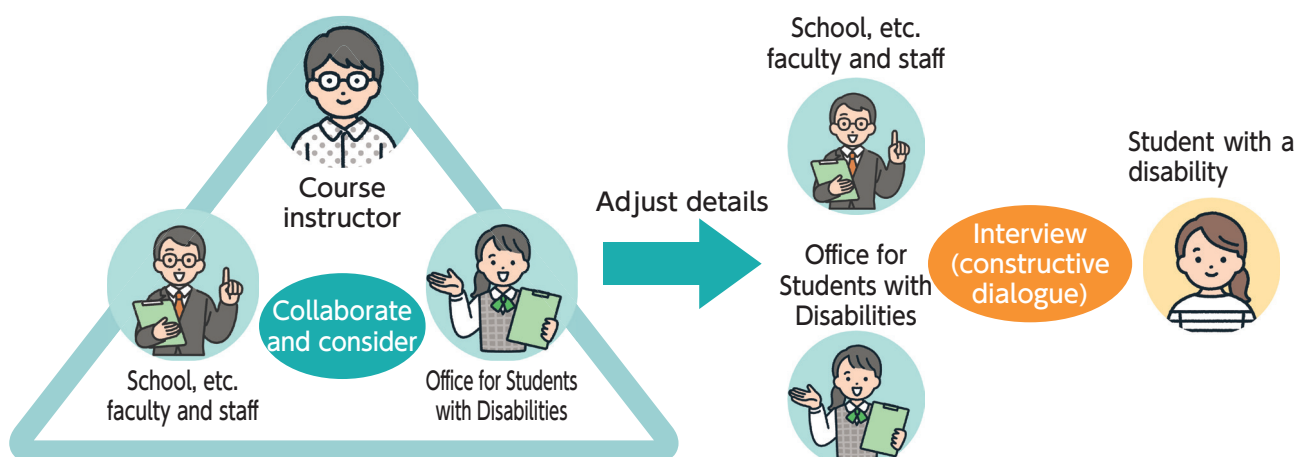


Check

- ★ Some disabilities may make face-to-face dialogue difficult. In that case, please communicate via email or tools such as Oh-o! Meiji to contact us.
- ★ Smooth communication may be difficult due to the status of symptoms caused by the disability. In such cases, please consult the secretariat of school, etc. listed in the Request for Accommodations Form or the Office for Students with Disabilities.
- ★ If it is difficult to consider specific academic support (reasonable accommodations) or if a student with a disability makes a request that exceeds the accommodations listed in the Request for Accommodations Form, please consult with the secretariat of school, etc. listed in the Request for Accommodations Form or the Office for Students with Disabilities.

When it is difficult to implement the reasonable accommodations listed in the Request for Accommodations Form

If, for any reason, it is difficult to implement the reasonable accommodations specified in the Request for Accommodations Form, please consult with the secretariat of school, etc. listed in the Request for Accommodations Form or the Office for Students with Disabilities. We will readjust to see what kind of details can be accommodated.



Basic concept of reasonable accommodations in grading

The purpose of support for students with disabilities is to provide them with "equal opportunities for participation" through reasonable accommodations. Therefore, in grading, it is important that fairness with other students be ensured, rather than changing assessment criteria which may compromise educational objectives and fairness or lowering the passing criteria for students with disabilities.

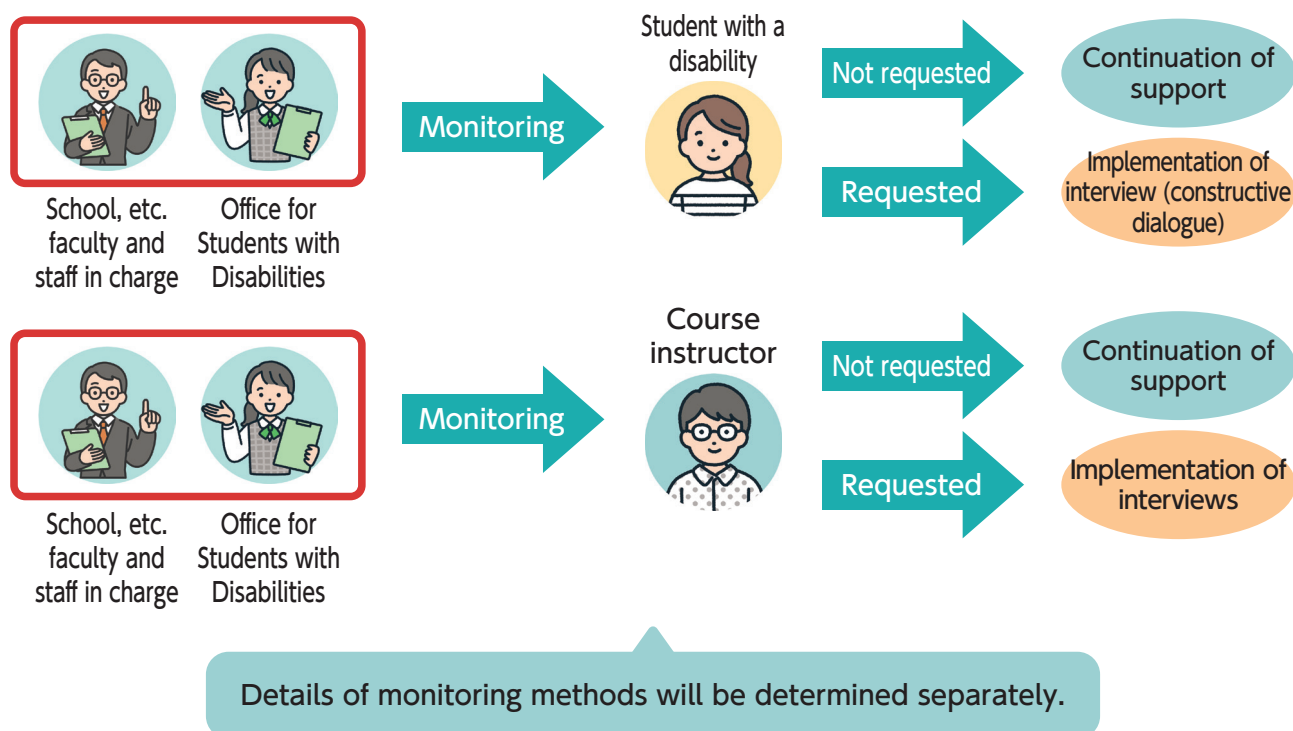


See also P. 23!

STEP 6

Implementation of monitoring

After the implementation of academic support (reasonable accommodations), monitoring will be conducted with course instructors and students with disabilities to assess the appropriateness of the support provided and to understand the subsequent situation. If monitoring reveals that support needs to be revised, interviews (constructive dialogue) will be conducted and the details readjusted.



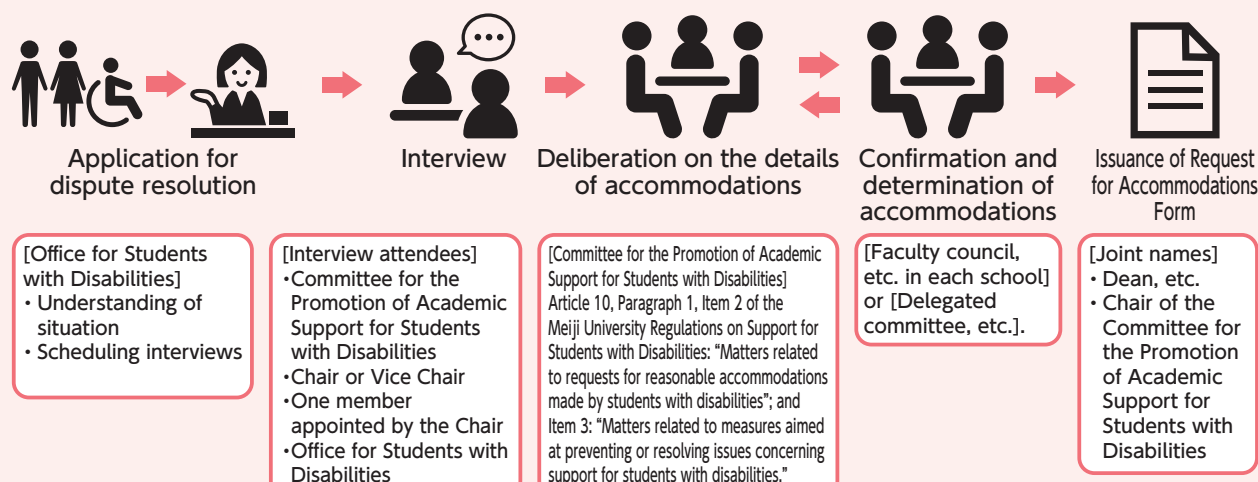
(4) System for preventing and resolving disputes in support for students with disabilities

The term “dispute” here refers to a process in which mutual demands and refusals are made between a student with a disability and the University. At the University, we strive to promote mutual understanding between students with disabilities and the University through interviews (constructive dialogue). Based on this understanding, we determine and implement appropriate academic support (reasonable accommodations) as an organization. If students with disabilities feel they are not receiving appropriate accommodations (support), there is a system in place to attempt further adjustments. ((1) below) The following is then a description of how to respond to disputes that may arise. ((2)-(4) below)

1 If the student is dissatisfied with the support provided based on the Request for Accommodations Form (e.g., the student would like to change the details of support provided, or is not receiving the expected support)



2 When constructive dialogue has been repeated but no agreement can be reached between the parties, and in cases of being subject to unfair and discriminatory treatment



3 In cases of being subject to unfair and discriminatory treatment In cases of being subject to campus harassment



4 In cases of using off-campus consultation/conciliation office for dispute resolution

(Reference)

Organization name, etc.	Contact	Remarks (such as the relevant website, etc.)
Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology	03-5253-4111	—
Human Rights Bureau, Ministry of Justice, Nationwide Human Rights Hotline	0570-003-110	https://www.moj.go.jp/JINKEN/jinken20.html
Permanent Human Rights Consultation Office, Human Rights Bureau, Ministry of Justice	—	(List of useful telephone numbers) https://www.moj.go.jp/JINKEN/jinken03_00223.html
Tokyo Metropolitan Center for the Rights of Persons with Disabilities	03-5320-4223	https://www.fukushihoken.metro.tokyo.lg.jp/shougai/sodan/syougaisayakenri.html
Disability Welfare Division, Welfare Department, Welfare and Children's Future Bureau, Kanagawa Prefectural Government	045-210-4703	https://www.pref.kanagawa.jp/div/1309/index.html

(5) Disaster preparedness in support for students with disabilities

The University has prepared a Disaster Preparedness Handbook for Students with Disabilities.

<https://www.meiji.ac.jp/learn-s/sgg/document.html>



(6) Promotion of support for students with disabilities (awareness-building)

The Third Summary of the MEXT Study Group Report states: “It is necessary to promote awareness of the importance of supporting students with disabilities through faculty development (FD) and staff development (SD) programs.” At the University, the Committee for the Promotion of Academic Support for Students with Disabilities is promoting activities to promote understanding and awareness of support for students with disabilities as a university-wide initiative.

We kindly request that each school, etc. cover support for students with disabilities in their FD and SD programs.



Please contact the Office for Students with Disabilities at any time for more information about the details!

(7) What is a student supporter?

Support for students with disabilities is provided not only by faculty and staff, but also by undergraduate and graduate students at Meiji University. Each individual's consideration, communication, and assistance are a tremendous source of support for students with disabilities. For this reason, the University values the philosophy of peer support among students.

In addition, the University is always looking for student supporters who are paid volunteers. Student supporters will work with the Office for Students with Disabilities to provide support activities.



Click here for further information on student supporters.

https://www.meiji.ac.jp/learn-s/sgg/student_affairs_group.html



What is peer support?

This is support provided by fellow students. It is an activity in which students belonging to the same university help each other and solve problems. This activity is based on the following concepts: “Everyone has the ability to grow,” “Everyone has the ability to solve problems on their own,” “People grow by actually supporting others,” and “Everyone is in the position to support and receive support from others.”

(1) Examples of main disabilities and academic support (reasonable accommodations)

Points to note

The examples presented here are for reference only.

Even if the disability is the same, the details of reasonable accommodations will vary depending on symptoms and circumstances.

(1) Visual impairment

A condition in which visual information cannot be obtained at all or is difficult to obtain, and there are significant differences in the extent of what can be seen (light, color, shape, etc.) depending on the individual.

<Name of main disability>

Blindness, low vision

Examples of academic support (reasonable accommodations)

Text and charts written or printed on the board and handouts are small and difficult to see, so it takes time to read them.

- Provide handouts enlarged to the size desired by the individual.
- Provide handouts, textbooks, and reference books in electronic data form.
- Allow photography of the board and recording of classes.

It is difficult to see the board or handouts if the classroom is dark or there is too much glare.

The individual has difficulty in identifying specific colors.

- Adjust the brightness of the classroom with curtains, blinds, and lighting.
- When color-coded graphs and figures are included in handouts and class slides, adjust the shading to make them easier for the student to see.

In situations where multiple people are speaking, such as presentations and group discussions, it is difficult to see the speaker's face and understand who is speaking, etc.

- Explain who is seated where and then begin the discussion.
- Speakers should identify themselves before speaking.
- Avoid having multiple people speak at the same time, and speak one at a time.

It is extremely difficult to acquire information visually.

- Make text data of handouts, textbooks, and reference books available so that information can be accessed audibly using text-to-speech software.

(2) Hearing impairment

A condition in which speech and ambient sounds cannot be heard or are difficult to hear. The degree of hearing loss varies, with sounds sometimes being heard softly, distorted, or interrupted.

<Name of main disability> Deaf, difficulty hearing

Examples of academic support (reasonable accommodations)

It is difficult to hear the content of the lessons.

There are times when the student misses or misunderstands important information such as the details of assignments and deadlines.

- Include plenty of visual information in handouts and slides related to class content.
- Communicate assignment details, deadlines and other important matters on the board and through notifications on Oh-o! Meiji, etc.
- Provide handouts and other materials in advance.
- Transcribe video materials and lecture videos, and provide the text data.
- Secure seats at the front of the classroom where the instructor's voice can be heard clearly.
- Allow the use of hearing assistance systems, voice recognition applications, etc. Student supporters will provide assistance in case typographical errors need to be corrected when using voice recognition applications.

It is difficult to hear what is being said in situations where more than one person is speaking, such as presentations and group discussions.

- Speak without a mask so that the speaker's mouth is visible.
- The speaker should speak slowly and clearly after saying his/her name.
- Avoid having multiple people speak at the same time, and speak one at a time.
- Write key words, etc. on the board to make it easier to grasp the flow of the discussion.

(3) Motor impairment

A condition in which movement is difficult in daily life due to some form of disability in the limbs or trunk.

<Name of main disability> Upper limb impairment, lower limb impairment, systematic impairment

Examples of academic support (reasonable accommodations)

Due to difficulties in writing, it is difficult or time-consuming to take notes from the board or fill out handouts.

- Student supporters attend classes and take notes on the board, write down important points, and fill out handouts.
- Allow photographs of the board to be taken.
- Provide handouts in electronic format so that they can be viewed on laptops, tablets, etc.
- Instead of a reaction paper to be submitted during class, allow use of Oh-o! Meiji's survey function, etc., to submit the same content.

It is not possible or time-consuming to write out answers during examinations.

- Post questions and accept answers using survey forms and Oh-o! Meiji, etc., and allow laptops, tablets, etc. to be used to submit answers.
- Extend the time permitted for examinations.
- Taking into consideration that fundamental aspects cannot be altered, alternative arrangements—such as report assignments—may be made when possible.

The student uses a wheelchair, so it takes time to move around campus.

- Allow the student to attend classes even after the starting time.
- Allow the use of faculty and staff elevators, as the general elevators tend to be congested.

(4) Weakness and infirmity

A condition in which a person has difficulty in daily life due to internal physical disabilities. Most of the symptoms are not visible from the outside. This can make it difficult to distinguish them from students without disabilities.

<Name of main disability>

Epilepsy, bronchial asthma, atopic dermatitis, anaphylaxis, nephrotic syndrome, diabetes, malignant neoplasms

Examples of academic support (reasonable accommodations)

The student may be absent or late for class due to changes in physical condition caused by illness or regular visits to the hospital.

- Distribute recordings and handouts of missed classes a later date.
- Assign reports, etc. to make up for absences.
- Extend the deadline if a student is unable to submit an assignment due to illness or other reasons.
- To the extent possible, accept questions to supplement understanding of the missed classes.
- If there are classes that overlap with hospital appointment days or times, change to different classes.

During class, the student sometimes experiences symptoms such as seizures or hyperventilation and needs to take a break.

If the student feels unwell during class, the student will need to take medication.

- In the event of a seizure, etc., allow the student to leave the room for a break.
- Allow the student to take medication during class or to leave the room to take medication.
- In the case of classes with assigned seating, designate seats from which it is easy to leave the room.

It is difficult for the student to remain seated in the same position for long periods of time.

- Allow the student to assume a comfortable position during class.

(5) Mental impairment

A condition is characterized by symptoms that are not easily visible and cause difficulties in daily life due to symptoms caused by the disability.

<Name of main disability>

Schizophrenia, depression, bipolar disorder, dysthymia, PTSD (post-traumatic stress disorder), dissociative disorder, social anxiety disorder, adjustment disorder, anxiety disorder, panic disorder, obsessive-compulsive disorder, sleep disorder, eating disorder, depressive state, executive function disorder

Examples of academic support (reasonable accommodations)

The student may be absent or late for class due to changes in physical condition caused by illness or regular visits to the hospital.

- Distribute recordings and handouts of missed classes a later date.
- Assign reports, etc. to make up for absences.
- Extend the deadline if a student is unable to submit an assignment due to illness or other reasons.
- To the extent possible, accept questions to supplement understanding of the missed class sessions.
- Change classes that the student tends to miss or be late or to take other classes.

When called on to give an opinion, make a presentation in front of others, or participate in a discussion, the student feels intense anxiety and nervousness, making it difficult to speak.

- Avoid calling on specific individuals.
- If the student is unable to give a presentation in class, allow the student to submit a recording of the presentation as an alternative.
- Inform students in advance if there will be presentations or group discussions before the class.
- In the case of group discussions, reduce the number of people in the group where the individual is present.

During class, the student sometimes experiences symptoms such as seizures or hyperventilation and needs to take a break.

If the student feels unwell during class, the student will need to take medication.

- In the event of a seizure, etc., allow the student to leave the room for a break.
- Allow the student to take medication during class or to leave the room to take medication.
- In the case of classes with assigned seating, designate seats from which it is easy to leave the room.

The student is uncomfortable in crowded places, and depending on the number of students enrolled in a class or the location of the seat, the student may feel intense anxiety or nervousness, which can cause the student to feel unwell.

- If a student feels unwell, allow the student to leave the room for a break.
- In the case of classes with assigned seating, assign the student the seat of his/her choice.
- Allow taking the class online.



Precautions!

In individual cases, it is assumed that constructive dialogue (interviews, etc.) with students with disabilities has taken place to ensure mutual understanding and agreement. It is important to note that in some cases, this may constitute unfair discriminatory treatment (see P. 11, “(5) Relationship between unfair discriminatory treatment and reasonable accommodations”).

(6) Developmental disability

Although characteristics are evident in the way a person perceives things and behaves, it can be difficult to distinguish them from the individual's motivation to learn or lifestyle issues. In addition, even if the diagnosis is the same, the difficulties encountered in academic situations vary from person to person.

<Name of main disability>

ASD (autism spectrum disorder), ADHD (attention deficit hyperactivity disorder), SLD (specific learning disorder)

Examples of academic support (reasonable accommodations)

It is difficult to understand the content while listening to the lecture and taking notes.

There are times when the student misses or misunderstands important information such as the details of assignments and deadlines.

- Include plenty of visual information in handouts and slides related to class content.
- Communicate assignment details, deadlines and other important matters on the board and through notifications on Oh-o! Meiji, etc.
- Avoid ambiguous expressions and communicate using specific expressions.
- Allow photographs of the board to be taken.

It is difficult to produce deliverables such as class assignments or theses with a clear plan or outlook.

Therefore, there may be cases where assignments cannot be submitted by the specified deadline.

- Visually present the procedure for creating assignments and other tasks.
- Extend the deadline if a student is unable to submit an assignment.

Sometimes it is difficult to concentrate in class because the student is distracted by the ambient noise.

The student sometimes feels unwell when the student cannot tolerate the voices of people or certain sounds.

- Allow the use of noise-canceling earphones, ear muffs, etc.
- Assign seats as far away from the ambient noise as possible.
- Allow students to rest at their desks or leave the room temporarily when they feel unwell.

It is difficult to write characters correctly, and writing takes time.

- Include plenty of visual information in handouts and slides related to class content.
- Allow photographs of the board to be taken.
- Allow students to take notes on laptops, tablets, etc. instead of notebooks.
- Instead of a reaction paper to be submitted during class, allow use of Oh-o! Meiji's survey function, etc., to submit the same content.

It takes time for the student to organize thoughts on the spot, so it is difficult to express opinions in discussions.

- Inform the student of the discussion topics before class so that the student can organize thoughts and prepare for the class in advance.
- If it is difficult to speak out in class, allow the student to submit a report or audio recording of their opinions as an alternative.



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