

For **Students at Meiji University**

Support Guide for Students with Disabilities



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Introduction

Meiji University is committed to supporting students with disabilities throughout the University under the Meiji University Regulations on Support for Students with Disabilities^{*1} and Basic Policy^{*2}.

These regulations and basic policies are based on laws and regulations such as the Basic Act for Persons with Disabilities and the Act for Eliminating Discrimination against Persons with Disabilities (hereinafter referred to as the Disability Discrimination Elimination Act), as well as the corresponding guidelines of the Ministry of Education, Culture, Sports, Science and Technology (MEXT)^{*3}.

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



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

*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 ◆ 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”)
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



1

What is Support for Students with Disabilities?

Purpose

The purpose of academic support for students with **disabilities*1** is to provide an environment in which students with disabilities can engage in education, research, and other activities with equal opportunities as students without disabilities.



To achieve this...

Prohibition of unfair discriminatory treatment

The University prohibits any act that infringes upon the rights and interests of students with disabilities by refusing to provide them with opportunities to participate in educational and research activities at the University without justifiable reasons, restricting the location or timing of such opportunities, or imposing conditions on them that are not imposed on students without disabilities.

Provision of reasonable accommodations

When a student with a disability expresses an intention for the removal of **social barriers*2**, and when the burden of doing so is not undue, reasonable accommodations are provided to remove such barriers so as not to infringe upon the rights and interests of the student.

Support for students with disabilities refers to the provision of reasonable accommodations (academic support) through constructive dialogue between the University and the student with a disability in accordance with established procedures.

Explanation of terms



※ 1 Disability.....Motor impairment, intellectual impairment, mental impairment (including developmental impairment) , and other impairments of physical or mental functions, resulting in a state of significant limitations in daily or social life due to the disability and social barriers

※ 2 Social barriers.....For students with disabilities, items, institutions, practices, ideas, and other things in society that stand as barriers against persons with disabilities engaging in daily or social life, and that also constitutes a barrier to the educational and research activities of the University.

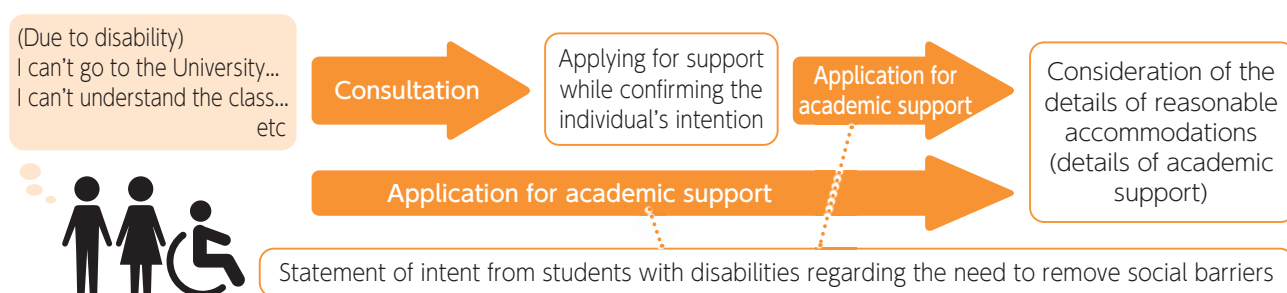
(Excerpt from Meiji University Regulations on Support for Students with Disabilities)

1 What are 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 an intention for social barriers to be removed, the University will consider and provide reasonable accommodations to remove social barriers related to learning.

*The University sometimes refers to “details of reasonable accommodations” as “details of academic support (for students with disabilities).”

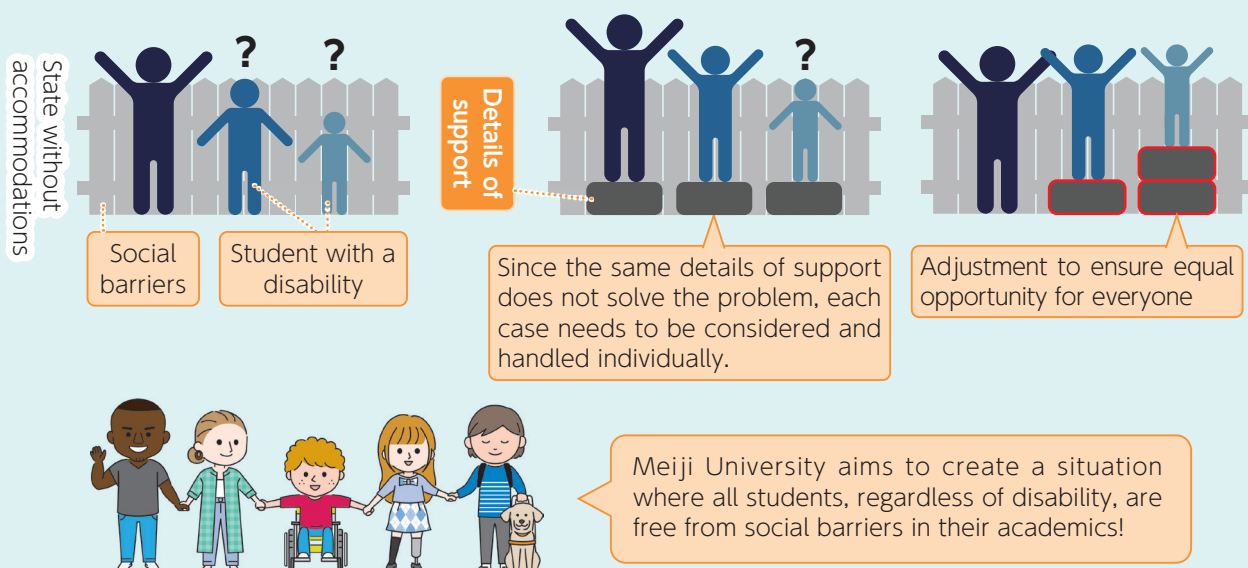


Key point

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.



1 What are Reasonable Accommodations?

Seven elements of reasonable accommodations

The Third Summary of the MEXT Study Group states: “Reasonable accommodations 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.”

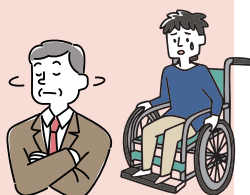
With this in mind, the University will consider the following seven elements listed in the “Basic Knowledge for the Prevention and Resolution of Disputes” published by the Japan Student Services Organization, an independent administrative agency, when considering reasonable accommodations.

(1)	Individual needs	Even with the same disability, there are a many different social barriers that emerge. We will consider each case individually through careful and constructive dialogue.
(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 (on the University)	Undue burdens must be determined comprehensively and objectively on a case-by-case basis, taking into account the specific circumstances and situation.
(4)	Respect for the student's intention	Reasonable accommodations (academic support) does 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 alternations not permitted	Reasonable accommodations provide equal opportunity among students and do not alter the fundamentals of education.

Reference: Japan Student Services Organization https://www.jasso.go.jp/statistics/gakusei_shogai_kaiketsu/kiso/kiso1_4.html

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

- A request the for use of digital devices due to difficulties in writing during entrance examinations, periodic examinations, etc., was **uniformly refused without making the necessary adjustments** on the grounds that **“there are no precedents** for permitting the use of digital devices.”
- A student with an audiovisual disability's request to sit in a seat with a clear view of the screen or board, etc., in a class, etc., **was uniformly refused** on the grounds that **“special treatment is not allowed” without considering how to secure a seat in advance** or take other measures.
- A request for help with moving around campus was refused **without considering the possibility of specific support on the grounds of an abstract reason** such as **“I'll be in trouble if something were to happen.”**
- A request from a student with a disability to use a changing room with their support staff was refused 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, the provision of **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 **was refused**. (Perspective of **being limited to what is ancillary to the core duties business to the extent that it is necessary**)
- In University library and other facilities, when students with visual impairments requested assistance from faculty members or other staff members to **accompany them around the premises during busy times**, they were informed 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**. (Perspective of **undue burden (personnel or organizational constraints)**)
- When a student with characteristics such as a developmental disability requested 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**, the University declined the request, in light of its diploma policy and other academic standards, **as granting the request would constitute a fundamental alteration to the objectives, content, or evaluation of its educational programs**. (Perspective that **it does not extend to fundamental alterations in the purpose, content, or function of the work and business**)

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

Reference: MEXT Support Guidelines

2 What is Constructive Dialogue?

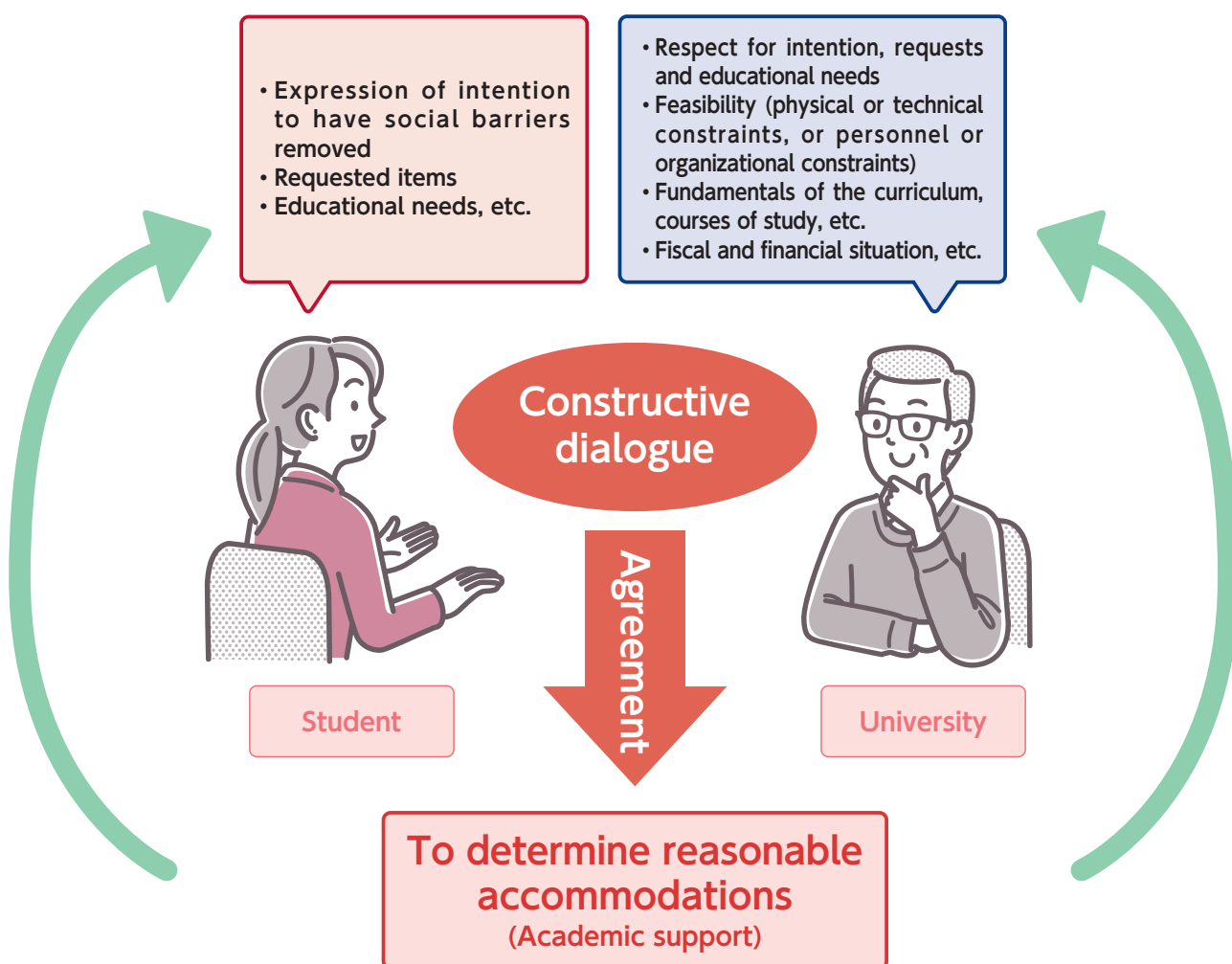
Constructive dialogue refers to “discussions between a student with a disability and a university, etc. to share and recognize each other’s current situation while respecting the student’s intentions, so that both parties can determine the content of more appropriate reasonable accommodations” (Reference: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

The seven elements of reasonable accommodations include “needs of the individual” and “respect for intentions,” and as a principle of support for students with disabilities, it is important to respect the intentions and requests of the students themselves.

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.



3 What is the 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.



We can also think of the cause being 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).

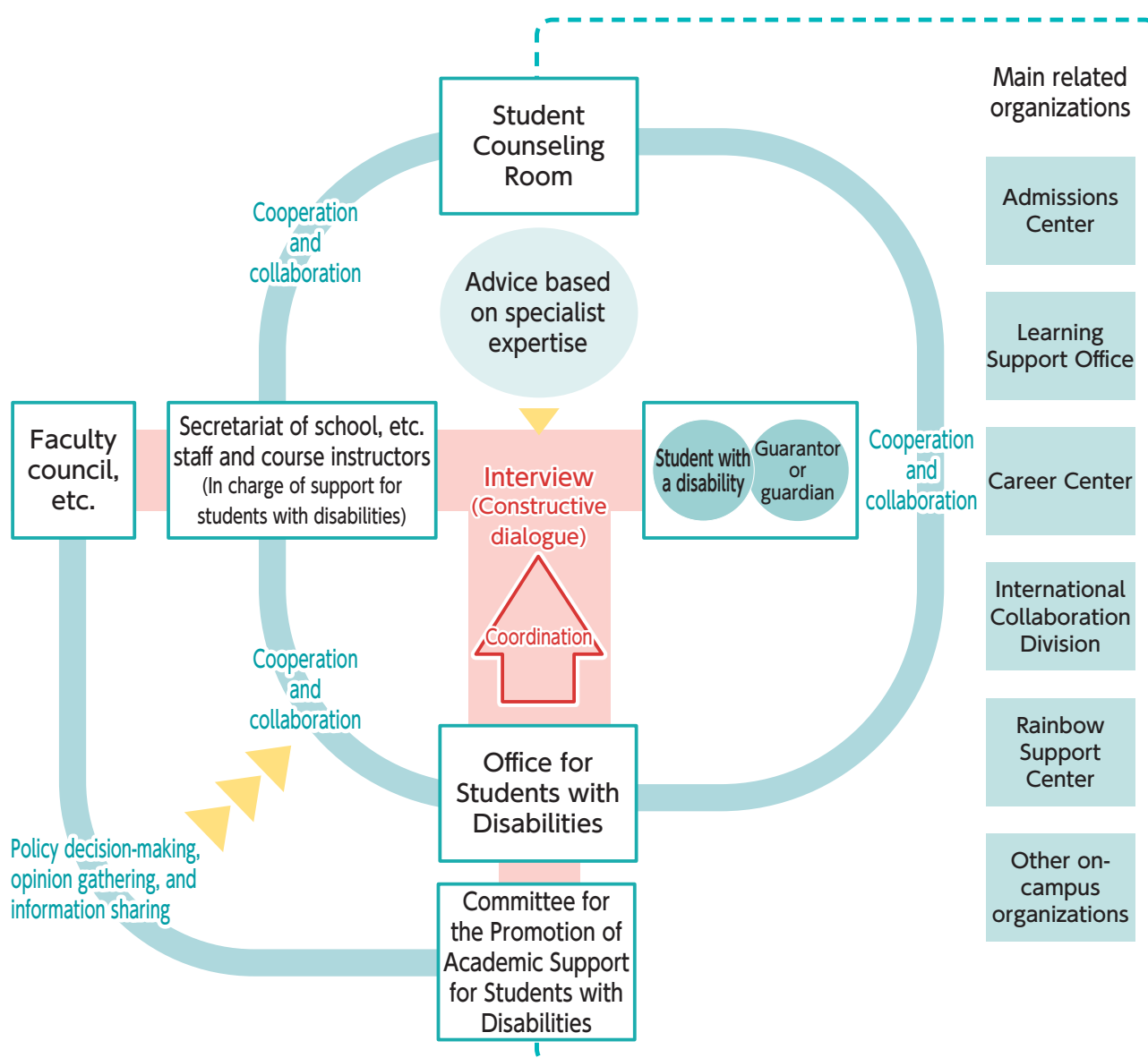
“Medical model” of disability

Disability as a condition that arises in individuals due to illness or injury, requiring medical treatment by professionals.



4 What is the Support System for Students with Disabilities at Meiji University?

Related organizations and roles



4 What is the Support System for Students with Disabilities at Meiji University?

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 ◆ Involvement with procedures from setting up interviews (constructive dialogue) with students with disabilities to reviewing and implementing academic support measures (reasonable accommodations) ◆ Consultation office (Regulation Article 8)
Faculty council, etc.	◆ Entity for determining and implementing academic support (reasonable accommodations)
The committee of the school concerned, etc., as delegated by the faculty council, etc.	◆ 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, thereby supporting smooth coordination. ◆ 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	◆ 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, connect them to application support procedures (coordination and collaboration). ◆ Through the above consultation services, 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
Learning Support Office	◆ Implementation of learning support for Students with Disabilities
Career Center	<ul style="list-style-type: none"> ◆ Implementation of employment support for diverse students with disabilities ◆ Through career counseling, if the need for academic support for students with disabilities is recognized, connect them to 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	<ul style="list-style-type: none"> ◆ Consultation and advice on diverse sexuality (Meiji University Rainbow Support Center Regulation Article 2) ◆ Through the aforementioned consultation and advice, if the need for academic support for students with disabilities is recognized, connect them to application support procedures (coordination and collaboration).
Other on-campus organizations	◆ Consideration of matters related to support for students with disabilities

2 Flow of Support for Students with Disabilities

2

1 Let's first consult with someone!

If you have any questions or concerns about support for students with disabilities, such as what kind of support is available or whether you are eligible for support, please feel free to consult with us.



*1 Click here for the Office for Students with Disabilities

<https://www.meiji.ac.jp/learn-s/ssgg/index.html>



*2 Click here for a list of contact information for the secretariat of your school.

<https://www.meiji.ac.jp/koho/information/inquiry/>

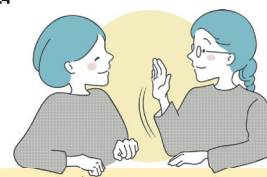


*3 The Student Counseling Room is an institution of the University that listens to students' concerns and works with them to find the best solutions to the various problems they face.

<https://www.meiji.ac.jp/soudan/>



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. 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/ssgg/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 try to 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."

2 Before Introducing the Flow of Support for Students with Disabilities

Before applying for support, please be sure to check the following points!

Key point



★ Support for students with disabilities is academic support

The University's provision of reasonable accommodations is academic support.

★ Reasonable accommodations are, by their nature, individual in nature.

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. It is important to avoid making formulaic decisions such as "this disability requires this accommodation" or "we have taken this approach before."

★ It takes time from considering reasonable accommodations (academic support) to implementing them.

Due to the nature of reasonable accommodations (academic support) for students with disabilities, it takes approximately one month from consideration to implementation.

★ The details of reasonable accommodations (academic support) vary depending on the timing of the application.

Since it takes about one month to implement support, the closer the application date is to the end of the semester, the fewer details can be considered for reasonable accommodations (academic support) for that semester. Of course, applications can be submitted at any time, but the process of discussing reasonable accommodations (academic support) through constructive dialogue between students and the University to deepen mutual understanding will remain unchanged.

★ 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.

★ Accommodations for entrance examinations and academic support

Since the nature of the accommodations for entrance examinations and for academic support are fundamentally different, the entrance examination accommodations do not carry over directly into academic support. After enrollment, following the flow of support for students with disabilities, we will determine the details of reasonable accommodations (academic support) through interviews (constructive dialogue).

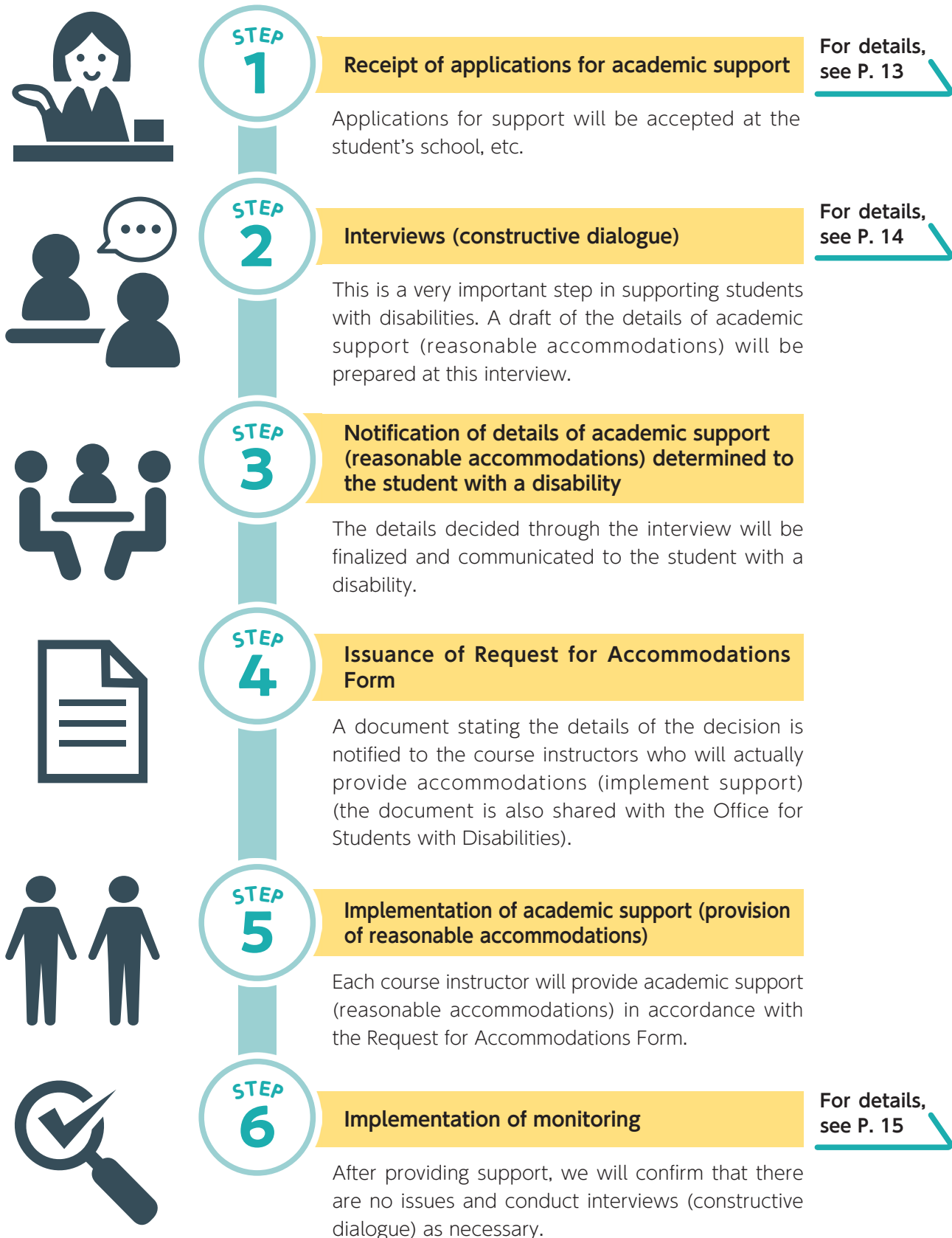
*The details of the entrance examination accommodations will be used as a reference when determining academic support.



Lastly

As described in "1 What are reasonable accommodations?" (P. 4 - P. 5), the purpose of providing reasonable accommodations to students with disabilities is **to ensure that they have the same opportunities as other students and to make adjustments so that everyone starts from the same starting line. This does not mean "canceling the missed classes" or "lowering grades or evaluation criteria."** University life is also a period of preparation before entering broader society. It is also important to provide education that guides students to understand their own disabilities and difficulties, and then enables them to decide for themselves what accommodations they need and to express those needs (education that enables students to develop self-advocacy skills).

3 Flow of Application for Support for Students with Disabilities



STEP 1

Receipt of applications for academic support



Spring semester

Fall semester

- Applications must be submitted every semester -



School, etc. office



★ About the required documents

- (1) Fill out the application form for academic support
- (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.

★ Click here to apply for support ↓
<https://forms.office.com/r/ehJNgykWsM>



★ In order to appropriately understand the circumstances of students with disabilities, the University requires them to submit their disability certificate 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 you are unable to submit for any reason

⇒ The support process will proceed based on standardized psychological assessments, expert opinions from within and outside the institution, and documentation regarding pre-admission support at higher education institutions or special needs schools (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 and strive to accurately assess the situation (including the reason submission is difficult).

Key point



Early consultation and application for support is the key!

As mentioned in “2 Before introducing the flow of support for students with disabilities” (P.11), the details of academic support (reasonable accommodations) vary depending on the timing of the application. This is because it takes time from the time of application to the time of implementation of academic support (reasonable accommodations). If you notice any problems, it is important to consult with someone and apply for assistance as soon as possible.

*Applications for support are accepted year-round..

STEP
2Interview
(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

Educational aspects

School, etc.

- Confirmation of current conditions associated with disability
- Confirmation of requests from students with disabilities, etc.
- Coordination of accommodations for each subject for students requesting academic support (reasonable accommodations)

Disability aspects

Office for Students with Disabilities

- Confirmation of symptoms associated with the disability based on the evidence documents
- Confirmation of hospital visits, medications, and doctor's orders
- Explanation of support for Students with Disabilities, including explanation of reasonable accommodations

Determination of details of reasonable accommodations (academic support)

At the time of application for continuation

Interviews are compulsory. 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.

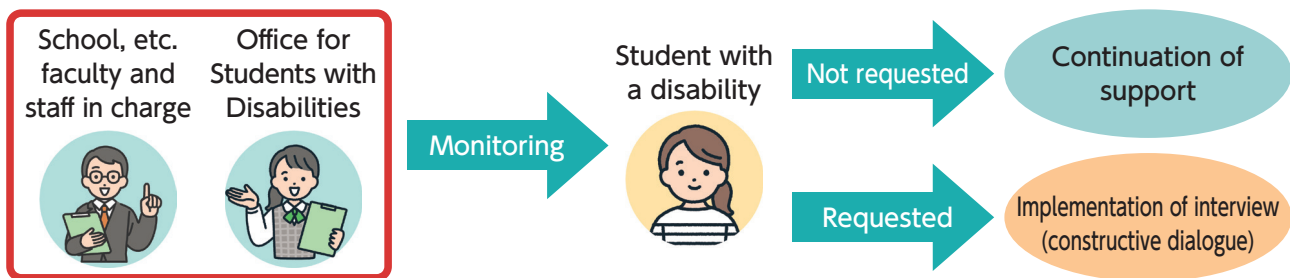
Precautions

- ★ The above expression of intention by the student with a disability with regard to (1) and (2) shall be recorded in the interview minutes. In addition, we will share with the Office for Students with Disabilities that we have decided to handle this matter in this way.
- ★ 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 as in principle.

STEP 6

Implementation of monitoring

After the implementation of academic support (provision of reasonable accommodations), monitoring will be conducted with 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.



If you feel that you are not provided with the academic support (reasonable accommodations) that you envisioned through the interview (constructive dialogue), please contact the secretariat of your school, etc. or the Office for Students with Disabilities!

When there is no resolution
despite repeated consultations...

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 students with disabilities 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 reasonable accommodations (academic support) 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.

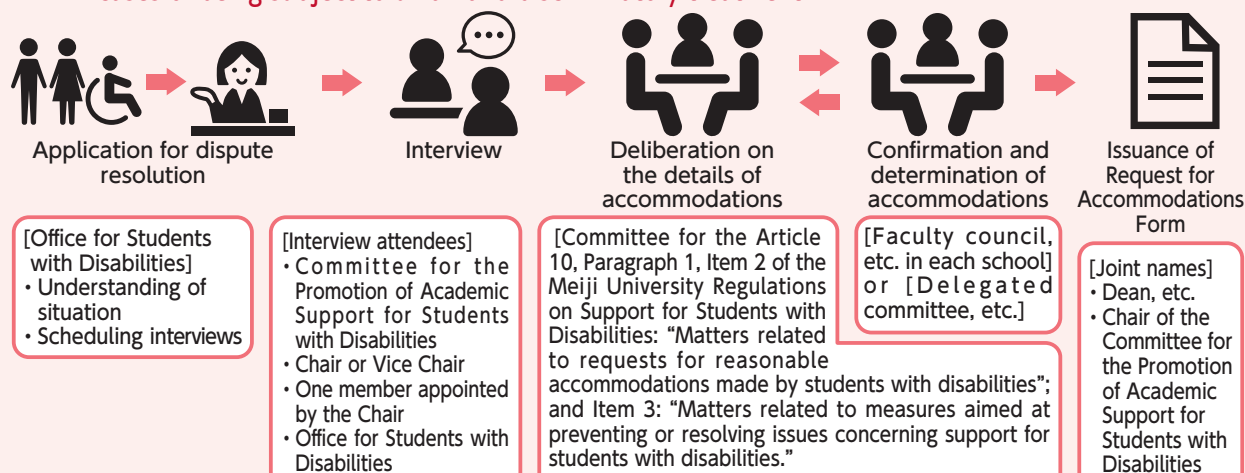
The following pages are a description of how to respond to disputes that may arise.

4 System for Preventing and Resolving Disputes in Support for Students with Disabilities

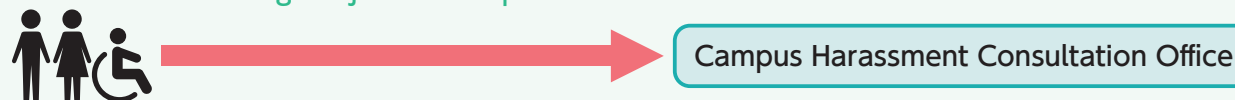
- 1** the student is dissatisfied with the support provided based on the Request for Accommodations Form (e.g., the student would like to change the details of support provided, or is not receiving the expected support)



- 2** When constructive dialogue has been repeated but no agreement can be reached between the parties
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 (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 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 at the University

Click here for the Disaster Preparedness Handbook for Students with Disabilities
<https://www.meiji.ac.jp/learn-s/sgg/document.html>



3

Examples of Support: I Received this Support!

Here we present fictional examples created to give an easy-to-understand image of support for students with disabilities. Please use this as a reference when visualizing what kind of academic support (reasonable accommodations) is provided.

(Precautions)

- As mentioned in “2 Before introducing the flow of support for students with disabilities” (P.11), the same disability or symptoms do not necessarily mean the same academic support (reasonable accommodations).
- The academic support (reasonable accommodations) described in the examples is not always available.

1 Visual impairment

A, an HSS student in the 1st year (blind)



After receiving support

Using voice-reading software, I was able to listen repeatedly at home to review what I had learned, which allowed me to study for classes and on my own with peace of mind.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

I can vaguely see the light and dark areas, but I can hardly see anything else. I would especially like to be able to listen to the contents of handouts and textbooks being read aloud.

Details of reasonable accommodations (academic support)

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

1 Visual impairment

B, an HSS student in the 3rd year (low vision)



After receiving support

In a discussion, the flow of conversation changes greatly depending on who is speaking and what position they hold. With this support, I was able to actively participate in discussions. Discussions are the best part of small-group classes like seminars, so I am very glad to have had the experience.

Courses where support was received

Practical course

Symptoms and social barriers

In my seminar, we often have group discussions, but in such situations, I cannot tell who is speaking and have a hard time participating.

Details of reasonable accommodations (academic support)

- 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.

C, an HSS student in the 1st year (low vision)



After receiving support

I was able to concentrate in the classes because I no longer had to spend too much time reading the text in class. It was convenient to be able to enlarge the handouts on my tablet, etc., as they were in electronic format. With so many students at the University, I was worried that I wouldn't receive individual attention, but I was grateful that they carefully confirmed my symptoms and decided on a support plan for me.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

Distant or small text may appear blurry, making it difficult for me to see what is written on the board or in handouts. Therefore, it takes a considerable amount of time to copy what's written on the board into notebooks and read the handouts.

Details of reasonable accommodations (academic support)

- 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.

2 Hearing impairment

D, an HSS student in the 1st year (hearing loss)



After receiving support

By having the course professor wear a special microphone that transmits sound directly to hearing aids, it has become easier to hear the content of the class. In addition, instructors will notify students of assignment reports and other matters through Oh-o! Meiji, so I no longer miss submissions. I am grateful to the faculty and staff who discussed with me what kind of support was needed based on my symptoms.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

I wear a hearing aid on a regular basis, but it is not sufficient, and I have difficulty hearing what the professor is saying. I may fail to hear important information such as assignment details and deadlines.

Details of reasonable accommodations (academic support)

- Have instructors use special microphones that can transmit voice directly to hearing aids.
- Write the most important items on the board or post them on Oh-o! Meiji.

E, a STEM student in the 1st year (hearing loss)



After receiving support

The professor announced the details of the accommodations to the entire class. During discussions and the like, my classmates spoke clearly so that I could hear them, which meant that I rarely had to ask them to repeat themselves or lose track of the conversation. I was able to gain English conversation skills without the fear of being unable to hear.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

English conversation classes often involve forming groups of several people, discussing a single topic, and then making presentations in front of the entire class. At those times, sometimes the voices of people in the same group or the presenter are interrupted, and I cannot understand what is being said.

Details of reasonable accommodations (academic support)

- Remove masks before speaking so that the speaker's mouth is visible.
- The speakers should speak slowly and clearly after identifying themselves.
- During presentation, avoid having multiple people speak at the same time, and speak one at a time.

3 Motor impairment

F, a STEM student in the 1st year (upper limb functional disability)



After receiving support

I was able to concentrate on the class with the help of student supporters who assisted me with writing tasks such as copying notes on the board. In particular, during periodic examinations, various accommodations were taken into account in accordance with the grading methods for each class, allowing me to study with peace of mind.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

I can perform simple operations on a computer or tablet, but I have difficulty writing, so I am unable to copy board notes or take notes during verbal explanations. It is also difficult for me to take the usual written explanations.

Details of reasonable accommodations (academic support)

- Student supporters attend classes and copy what is written on the board, take down important points, and fill out handouts.
- Provide handouts in electronic format so that they can be viewed on laptops, etc.
- Reaction papers during class and periodic examinations will be conducted in a format that can be answered using laptop computers, utilizing the survey function of Oh-o! Meiji, etc.
- Considering that the fundamentals of the course cannot be altered, performance will be evaluated by report assignments instead of periodic examinations, where possible.

G, an HSS student in the 1st year (lower limb disability)



After receiving support

I was able to act calmly thanks to the accommodation for my tardiness, which was much appreciated. I was relieved to find that wheelchair-accessible desks are also available in the classrooms for the classes I take. With the support I received, I gained some mental leeway and decided to try various things during my college life.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

Due to paralysis in my legs, I normally use a wheelchair, so it takes a long time to get around a campus full of students. In addition, elevators can be crowded, making it difficult to get on and making me late for classes held on upper floors.

Details of reasonable accommodations (academic support)

- Allow the student to attend classes even after the starting time.
- Allow the student to use elevators designated for faculty and staff.

4 Weakness and infirmity

H, an HSS student in the 3rd year (nephrotic syndrome)



After receiving support

I was very worried about whether I would be able to continue my student life because the symptoms suddenly appeared when my third year started. However, after the interview with the people in charge at the University, they understood my symptoms and the ups and downs of my condition. We discussed how to deal with situations when I felt ill, which made me feel motivated to continue attending school. I will do my best to graduate now that I am gradually learning to deal with my physical condition.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

Due to illness, I may be unable to attend school or arrive late on days when I feel tired throughout the day or have periodic medical appointments. When deadlines for reports and other assignments coincide with my poor health, it may not be possible to submit them.

Details of reasonable accommodations (academic support)

- Handouts for classes missed due to illness or other reasons are distributed at a later date.
- If the student is unable to submit an assignment due to illness or other reasons, the deadline will be extended.
- To the extent possible, questions will be accepted to supplement understanding of the missed class sessions.

H, an HSS student in the 1st year (bronchial asthma)



After receiving support

My symptoms were often mistaken for a cold, etc. and I found it difficult to participate in physical education classes with other students. However, thanks to the understanding of my professors and classmates, I was able to participate in classes at my own pace. I enjoy being active, so I'm glad I didn't have to give up exercising.

Courses where support was received

Physical education

Symptoms and social barriers

Exercise causes shortness of breath and attacks. Taking a short break will bring relief, but it is difficult to run for long periods of time.

Details of reasonable accommodations (academic support)

- Confirm the student's intentions regarding physical education activities and change to a different activity as necessary.
- Confirm in advance how to respond if a seizure occurs during class, and ensure that breaks can be taken at any time.

5 Mental impairment

J, an HSS student in the 2nd year (social anxiety)



After receiving support

I applied for support because my symptoms worsened after entering my second year. In small-group language classes and seminars, which are compulsory courses, there are many opportunities to give presentations and participate in discussions. Although I wanted to participate actively, I couldn't do so as much as I wanted at first. After applying for support, I realized that even if I couldn't give a presentation, there were alternatives, which allowed me to attend classes with peace of mind.

Courses where support was received

Practical course

Symptoms and social barriers

In particular, I may feel distressed when I'm the center of attention, and may experience shortness of breath or be unable to speak. There are times when I feel fine and have no problems, but especially in seminars, where presenters are decided on the spot, I feel stressed when I think about it and my symptoms worsen.

Details of reasonable accommodations (academic support)

- Notify the student in advance in the case of a class session in which a presentation is to be made.
- If the student is unable to give a presentation in class, allow the student to submit a recording of the presentation done at home as an alternative.
- In the case of group discussions, make adjustments such as reducing the number of people in a group.

K, a STEM student in the 2nd year (bipolar disorder)



After receiving support

When I am active, I may appear to be fine, but even in such situations, during the interview to determine the support I needed, I was able to propose various measures tailored to my physical condition. This gave me peace of mind and helped calm my symptoms. In addition, I changed a compulsory course registered for the first period to the third period, which allowed me to avoid going to school during the toughest time of the day. Since I started receiving support, the number of days I am able to go to school has gradually increased.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

There are ups and downs in my mood and physical condition, and some days I feel energetic, while other days I can't even leave the house. In particular, the morning after a sleepless night is the hardest. I also find it painful to be seen as slacking off by those around me.

Details of reasonable accommodations (academic support)

- Handouts for classes missed due to illness or other reasons are distributed at a later date.
- If the student is unable to submit an assignment due to illness or other reasons, the deadline will be extended.
- To the extent possible, questions will be accepted to supplement understanding of the missed class sessions.
- Change the first class assigned for the first period to another subject.

5 Mental impairment

L, an HSS student in the 1st year (panic disorder, agoraphobia)



After receiving support

I had received similar consideration in high school, and when I discussed this with the school office, I was offered assistance. The faculty and staff members listened carefully to my concerns about classes and periodic examinations, and we discussed how I could take classes and examinations until I was satisfied with the support details that were determined, which eased my anxiety.

Courses where support was received

Practical course

Symptoms and social barriers

I suddenly feel intense anxiety in certain places. It is particularly painful when sitting far away from the classroom entrance, and I sometimes feel unwell during class. In addition, I can get symptoms such as palpitations, cold sweats, and numbness in the hands and feet in stressful locations such as examination rooms.

Details of reasonable accommodations (academic support)

- In the case of classes with assigned seating, designate seats from which it is easy to leave the room.
- If a student feels unwell during class, allow the student to leave the room for a break.
- Make it possible to take periodic examinations classrooms with few students (e.g., separate room examinations, special examinations, etc.).

6 Developmental disability

M, a STEM student in the 3rd year (autism spectrum disorder)



After receiving support

I have always had difficulty creating assignments both inside and outside of class, but when I started working on my graduation project in my third year, I found it even more difficult than before and felt stressed as a result. The procedures for creating assignments were explained in an easy-to-understand manner, so I am able to proceed smoothly toward graduation. Also, during the interview, I explained my weaknesses and we decided on the details of the support I needed. Through this process, I understood the importance of communicating my situation and problems to those around me and receiving their support.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

I am not good at planning ahead, and it takes me a lot of time to organize and complete tasks. As a result, I often fail to meet submission deadlines, and sometimes I make mistakes in the procedure and end up submitting something different from what I should have submitted.

Details of reasonable accommodations (academic support)

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

N, an HSS student in the 2nd year (attention deficit/hyperactivity disorder)



After receiving support

I often had trouble concentrating in class because I was worried about missing important information, but now that I can visually confirm the content of the classes and assignments, I am able to attend classes with peace of mind. As for the classes whose course materials are posted on Oh-o! Meiji from the beginning, I was able to earn credits without any particular support. I hope that more classes like that will be offered.

Courses where support was received

Lecture courses

Symptoms and social barriers

I have difficulty understanding verbal instructions and explanations in my head and writing them down in a notebook. Sometimes I mishear important details, such as information about assignments or examinations.

Details of reasonable accommodations (academic support)

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

6 Developmental disability

O, an HSS student in the 1st year (autism spectrum disorder, attention deficit/hyperactivity disorder)



After receiving support

The compulsory lecture courses for first-year students had a large number of students enrolled, and I felt that taking them was more burdensome than other classes. Wearing earphones during class could be interpreted as a lack of interest in the lesson, but after applying for support and explaining my situation to my instructors, I was able to wear earphones and participate in class with peace of mind.

Courses where support was received

Lecture courses

Symptoms and social barriers

Due to my disability, I am hypersensitive to sound, and I find it difficult to concentrate in class because I am distracted by other students' conversations and ambient noise. Sometimes discomfort makes it difficult for me to continue participating in class.

Details of reasonable accommodations (academic support)

- Allow the use of noise-canceling earphones.
- Allow the student to rest at their desks or leave the room temporarily when they feel unwell.

P, a STEM student in the 1st year (specific learning disorder)



After receiving support

I am grateful to the University for providing an environment where I can study without having to take notes, thanks to various forms of support. I am able to learn more and more about what I want to learn without feeling pressure to write things down.

Courses where support was received

Lecture course, practical course

Symptoms and social barriers

I am not good at writing words and sentences, and it takes me a lot of time to write in the correct form. It takes time just to write my name, so it is difficult to work on problems within the normal time allowed for periodic examinations.

Details of reasonable accommodations (academic support)

- Include plenty of visual information in handouts and slides related to class content.
- 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.
- With regard to periodic examinations, taking into consideration that the fundamentals of the examinations cannot be altered, take measures such as replacing them with report assignments or allowing students to answer questions using laptops or tablets.

Memo



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