

Points of Note Concerning Faculty and Staff Guidelines for Eliminating Discrimination Against Persons with Disabilities

The Points of Note established in Article 4 and Article 5 of the Faculty and Staff Guidelines for Eliminating Discrimination Against Persons with Disabilities shall be as follows:

1. Specific examples of Unreasonable Discriminatory Treatment (In relation to Article 4)

As noted in Article 4 Section 2 and Section 3 of the Guidelines, whether something should be considered unreasonable discriminatory treatment depends on each case. However, below are examples of unreasonable discriminatory treatment.

Furthermore, these examples are given on the premise that there is no just cause for these listed treatments -- there may be actual cases where these treatments have just cause. Also, take into consideration that there are more cases of unreasonable discriminatory treatment than what is listed below.

(Examples are listed below:)

- Rejecting the taking of entrance examinations because of disability.
- Rejecting enrollment because of disability.
- Rejecting class registration because of disability.
- Refusing to provide educational guidance and/or research guidance because of disability.
- Denying participation in practical training, educational programs, fieldwork etc. because of disability.
- Delaying assistance at university offices because of disability.
- Denying attendance at ceremonies, events, information sessions, and symposia because of disability.
- Rejecting applications for residence in the student dormitories because of disability.
- Denying the use of facilities or provision of services because of disability.
- Denying students with disabilities participation in university courses, educational programs, seminars, practical training etc. because of an inability to provide Information Support Guidelines such as sign language interpretation, note-taking accommodations, computer note-taking accommodations etc.
- Adjusting an evaluation for an examinations etc. because a student with a disability received

Reasonable Accommodation.

2. Specific examples of Reasonable Accommodation (In relation to Article 5)

Reasonable Accommodations are measures that are implemented for persons with disabilities depending on their circumstances, such as designing barrier-free buildings in anticipation that persons with disabilities may use them in the future, the appointment of necessary personnel, and the improvement of information accessibility. The details of these accommodations, as stated in Article 5 Section 2, Section 3, and Section 4 of the guidelines, vary according to the characteristics of the disabilities and specific details of each case that require the removal of social barriers. These accommodations vary depending on the individual case, and it is necessary to take into account the circumstances of the said persons with disabilities and respond flexibly to consider methods to remove social barriers to an extent that is necessary and reasonable. However, below are examples of Reasonable Accommodation.

Furthermore, the examples are based on the premise that these Reasonable Accommodations do not create an undue burden -- there may be actual cases where these accommodations do create an undue burden.

Also, take into consideration that there are more cases of Reasonable Accommodation than what is listed below.

Reasonable Accommodations should be provided not only to students of the university, but also to all participants of any educational, research, and/or other activity conducted by the university.

(Examples are listed below:)

Accommodations for physical accessibility

(Support for students with mobility difficulties)

- For students using wheelchairs: Providing assistance such as raising the front wheels when moving over curbs, providing portable wheelchair ramps across steps and curbs, and opening and closing doors.
- For students with visual impairments: Providing assistance (as necessary) with orientation and mobility training, and escort assistance.
- For students with mobility difficulties: Changing classrooms to more accessible locations.
- For students with mobility difficulties: Securing accessible parking spaces.

(Provisions for physical environment accessibility)

- Improving accessibility of facilities such as the library, gym, laboratories, and practical training rooms.
- Appointing a class supporter for laboratory work/practical training activities where students with disabilities are participating.
- Appointing a peer supporter for students with involuntary movements etc. who have

difficulties with specific tasks.

- Securing seating close to the exits for students who need to leave their seats frequently during lectures due to the characteristics of their disability.
- Providing a rest area or a temporary resting space (e.g. with a sofa) for students who are easily fatigued.
- Securing appropriately located seating close to the lecturer and board/screen for students with disabilities.

☐ Accommodations for information accessibility and communication support

(Provisions for information accessibility)

- Providing information support such as sign language interpretation, note-taking accommodations, computer note-taking accommodations, and assistive hearing devices during lectures, practical training, educational programs, events, etc.
- Providing electronic files, braille documents, Large Print documents etc. upon student request for syllabi, textbooks, course materials, and other materials.
- Documents required for administrative procedures at university offices should be provided in appropriate formats (such as digital data) in compliance with the wishes of students with visual impairments etc.
- Providing and using captions on audiovisual materials, such as video, used in courses taken by students with difficulties understanding sound/speech.
- Providing students with disabilities course materials that the teacher will be using ahead of time, with adequate time to read or convert the materials into a format that is easier for them to read.
- During entrance examinations and/or periodic examinations, provide accommodations depending on the characteristics of the disabilities of each student, such as: extending the test time, providing a separate room for the test, and allowing the use of assistive devices, Braille, and Large Print.

(Communication support)

- Making necessary accommodations to assist communication for students who have difficulty with comprehension, listening comprehension, vocalization, and/or speech.
- Providing comprehensible diagrams and illustrations to explain procedures and applications to students with disabilities who are better able to understand through visual information.
- Using direct expressions when talking to students who have difficulties understanding indirect expressions.
- If students with disabilities find it difficult to participate in class discussions, allow text-based communication and/or other arrangements to make it easier for them to express

their thoughts.

- Communicating instructions and precautions for entrance examinations and in-class examinations/assignments in both oral and written form.

□ Flexibly adjusting rules based on the characteristics of students' disabilities.

- Regarding the grading system: Consider flexible evaluation methods that comply with the primary educational objectives of the university and do not adversely affect fairness.
- In the event that a student requires a caretaker in order to attend class, allow the caretaker to enter the classroom even if he/she is not enrolled.
- Allow caretakers access to university facilities as necessary.
- For off-campus practical training such as teaching practice, approve training for students with disabilities at facilities where Reasonable Accommodation can be provided.
- For practical training courses such as teaching practice, make individual accommodations for students with disabilities so that they may prepare properly in advance.
- Allow students with disabilities to take appropriate breaks and/or to extend the duration of breaks during university events, performances, lectures, and training.
- Allow students with disabilities to record class lectures using devices such as IC recorders.
- Allow students with disabilities to take photographs of the board/screen if it is difficult for them to take notes during class lectures.
- Allow students with hypersensitivity to wear sunglasses, ear protectors, and noise canceling headphones.
- Regarding course registration: Guarantee that students with disabilities can take university courses where their participation is not inhibited by their disability, especially for lottery courses.
- Confirm necessary documents, schedules, etc. individually with students with disabilities during periods such as school guidance after enrollment.
- Have Faculty and Staff or peer supporters complete necessary documents for administrative procedures on behalf of the students with disabilities.
- Allow caretakers to complete forms at university offices on behalf of students with disabilities such as visual impairment and orthopedic impairment.