

This leaflet explains some of the reasonable accommodations that can be offered, but there are various other reasonable accommodations that can be offered depending on the student's individual circumstances. If you have any questions about this leaflet or would like to discuss the possible reasonable accommodations that can be offered to a student, please contact the Office of Special Needs Support Services.

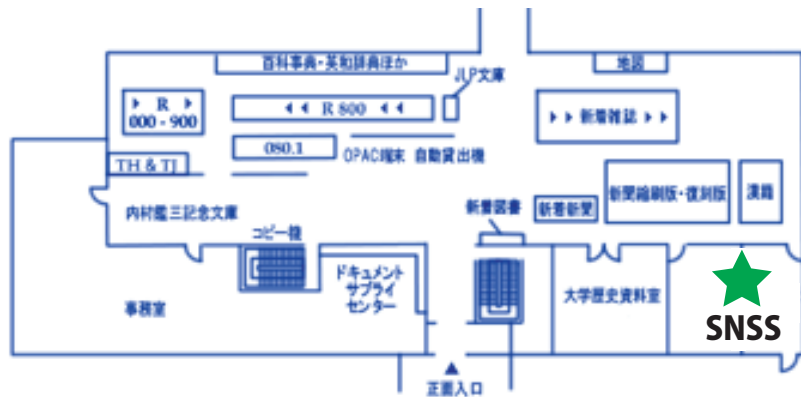
Opening times: Weekdays 9:30-12:00, 13:00-16:30 (Closed for lunch 12:00-13:00)

Location: Library 1F

Tel: 0422-33-3352

E-mail: snss-office@icu.ac.jp

Web: <http://ctl.info.icu.ac.jp/snss/snss-top>



Guidelines for eliminating discrimination against persons with disabilities

At ICU, we have established Guidelines for Eliminating Discrimination against Persons with Disabilities. The guidelines prohibit discriminatory treatment against students with disabilities. The guidelines also establish provisions for providing reasonable accommodations.

Please go to the following website to view the guidelines.

<https://sites.google.com/a/info.icu.ac.jp/ctl/snss/guidelines#j>



Guidelines for faculty who will be teaching students with special needs

ICU Basic Policy for students with special needs

Standing by the principles of the Universal Declaration of Human Rights, ICU shall prepare and maintain an environment in which all students can learn on the basis of equal opportunity, without any discrimination, and with dignity. ICU shall secure opportunities for those with disabilities to participate in learning, teaching, research, and other related activities equally alongside those without disabilities.

Reasonable accommodations

Reasonable accommodations are changes or adjustments that are necessary to ensure that students with disabilities are given equal access to the learning environment and may participate in learning alongside those without disabilities. What constitutes “reasonable accommodations” depends not only on the type and degree of disability but also on the course, the environment in which classes are conducted, requests made by the individual student, etc.

What you should do when you receive a “Reasonable Accommodation Request Form”

Students first go to the Office of Special Needs Support Services (SNSS Office) to discuss their disability, the characteristics of their disability, support that they have received previously, and the support that they would like to receive. Following this, the SNSS Office creates a “Reasonable Accommodation Request Form” for each individual student, which details the reasonable accommodations that a student requires. Some students will submit this “Reasonable Accommodation Request Form” to their instructors themselves. For other students, the SNSS Office will submit the “Reasonable Accommodations Request Form” to the student’s instructors on behalf of the student.

When you receive a “Reasonable Accommodation Request Form”, firstly, please go through the contents with the student in question. Then, please discuss what would constitute reasonable accommodations for your course with the student. Each instructor conducts classes in a different way and seeks to achieve different goals in their class, so accommodations that are suitable will be different for each course. Therefore, to provide the necessary accommodations, it is essential for the instructor and the student to reach an agreement on what would constitute reasonable accommodations for a particular course.

If you have any questions about the reasonable accommodations that have been requested or about the support that can be provided, please contact the SNSS Office.

Reasonable accommodations aim to:

- (1) enable students with special needs to access the learning environment and receive the education that is provided, and
- (2) provide an environment in which students with special needs may achieve their full potential.

Reasonable accommodations are necessary to support life at university in general. Reasonable accommodations that may be provided to support learning in classes include adjustments concerning textbooks/handouts, adjustments concerning lectures, adjustments concerning practicals/experiments, adjustments concerning examinations, etc.

Accessible course material

Most course material used in class is made for people without disabilities and may not be accessible to students with disabilities. Printed material is not accessible to those with visual impairments and may not be accessible to those with developmental disabilities or physical impairments (physical disabilities). Also, audio information in audio-visual material is not accessible to those with hearing impairments. To ensure that every student in a class may participate in class using the course material for the class, it is necessary to prepare course material in an accessible format or to convert course material into an accessible format as necessary. Please check whether the course material that you will be using is accessible to all students in your class, and please accommodate the needs of the students as necessary.

Accessible course material (for visual impairment)

Written material (literature, books, etc.):

large print (including electronic formats that can be enlarged), text files which can be used for braille translation and audio transcription (note that PDF files are recognized as images and cannot be transcribed by audio transcription software or braille translation software)

Diagrams, images, audio-visual material:

tables are converted into Excel files, etc., which can be transcribed; diagrams and images are described in words; if the shape of the course material is important, something that can be felt by touch, for example, a three-dimensional copy or a model is provided

Support to students with hearing impairments

How students with hearing impairments hear varies greatly depending on the type and degree of hearing impairment. Students with hearing impairments access verbal or audio information in various ways.

Support Available

Notetakers and sign language interpreters:

1-4 support staff members will be present in the classroom to provide assistance when notetakers/sign language interpreters are provided at ICU.

FM hearing aids:

FM systems transmit sound from a microphone used by the speaker to the hearing aid used by the listener. If a student in your class uses an FM hearing aid, we will ask you to attach a microphone.

Lip-reading:

If a student in your class uses lip-reading, please refrain from talking while writing on the board, and please ensure that the student can see you at all times when you are speaking.

Examinations and Assignments

Depending on the methods used to access examination papers (e.g., braille, use of a reader), students will require more time to read the examination questions. Also, due to the nature of some disabilities (e.g., developmental disabilities), some students may require more time to read the examination questions and formulate their answers. Such students may be offered extra time for their examinations.

In addition, some students are sensitive to the environment around them and have difficulty concentrating when there is noise or people around them. Such students may arrange to sit their examinations in a separate room.

*To arrange for a student to have extra time for their examinations or to arrange for a student to sit their examination in a separate room, please contact the SNSS Office. The SNSS Office will provide information on exam invigilators and rooms.

Assistive Technology/PCs

Students with disabilities use various assistive technology, PCs, tablets, etc., to support their daily life. Students may use such devices in class and for examinations. Please give students permission to use such devices in order to support effective learning.