

# Kanagawa University Guidelines on Support for Students with Disabilities

March 9, 2017

## I. Basic Principles

In light of Kanagawa University's educational principles and objectives and in accordance with the Policy on Students with Disabilities established in March 2012, the university has been providing assistance for students with disabilities with a view to impartiality across the entire student body regardless of disability status, and on the basis that other students can grow through experience of learning together with students with disabilities, while supporting and showing respect for one another's personality and individuality.

With the Act for Eliminating Discrimination against Persons with Disabilities (hereafter "Act for Eliminating Discrimination") coming into effect in April 2016, the university reviewed its Policy on Students with Disabilities and enacted these Guidelines on Support for Students with Disabilities in order to define its specific support structures.

These Guidelines were established based on the concrete approaches to support for students with disabilities at Kanagawa University, in accordance with the Convention on the Rights of Persons with Disabilities, the Basic Act for Persons with Disabilities, the Act for Eliminating Discrimination, and the Policy for Eliminating Discrimination against Persons with Disabilities in Programs under the Jurisdiction of the Ministry of Education, Culture, Sports, Science and Technology (hereafter "Ministerial Policy"). Taking into account the educational objectives of the Faculties, Departments, and Graduate Schools with which students with disabilities are affiliated, and through constructive dialogue with those students, the university will consider and provide support for reasonable accommodations tailored to those students' respective needs (hereafter "support measures").

The meaning of "reasonable accommodation" here accords with the definition in Article 2 of the Convention on the Rights of Persons with Disabilities: "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms." Moreover, the Ministerial Policy shall be applied to the basic approaches to "reasonable accommodation" taken at Kanagawa University.

## **II. Basic Policy (amended for the 2017 academic year)**

Founded on an understanding of students with disabilities and as part of its promotion of diversity, Kanagawa University shall develop an environment which enables students with disabilities to have a high quality of life, by accurately ascertaining appropriate support for specific disabilities while maintaining respect for autonomy. The university shall also furnish support for mutual growth by cultivating awareness and soliciting assistance for students with disabilities from faculty/staff members, students, and other parties.

### Intake

The university shall develop an environment based on understanding of students with disabilities, and seek to provide individually-tailored support while maintaining respect for the autonomy of students themselves, to enable all students to enjoy a high quality of student life.

### Learning support

The university shall build consensus on effective support measures through constructive dialogue with each student with a disability, and devise methods of transmission in class and other strategies to support the provision of learning environments. It shall also solicit the active cooperation of faculty/staff members and students in the support of students with disabilities, and develop environments for both learning and research.

### Living support

The university shall ensure close collaboration of faculty/staff members in regard to students with disabilities as it endeavors to ascertain and analyze living conditions and improve facilities and infrastructure. It shall also cultivate a mindset in which both students with disabilities and all other students support one another, develop a deeper understanding of disability, and co-exist with one another, with the aim of growing together.

### Career support

The university shall gather and supply information and strengthen individual support with a view to career development and job placement support that respects the intentions of each student with a disability.

## **III. Guidelines**

### (1) Support objectives

- (i) For students with disabilities to be able to concentrate on their studies in an adequate and appropriate learning environment, and to achieve the educational objectives established by the Faculty, Department, or Graduate School with which they are affiliated.
- (ii) For students with disabilities to become aware of the things they can do and

what they are good at, to convey their wishes and the support they require for their activities throughout their lives to those around them, and to be able to fully apply their individual knowledge and experience to contribute to society.

(iii) To develop a campus environment that is access-friendly and facilitates learning for all people through support for students with disabilities.

(iv) For all faculty/staff members and students to appreciate and respect diversity and grow together regardless of whether or not they have a disability.

## (2) Eligibility for support

A “students with a disability” is a person with disabilities as prescribed in the first clause of Article 2 of the Basic Act for Persons with Disabilities: a person with a physical disability, a person with an intellectual disability, a person with a mental disability (including developmental disabilities and higher brain dysfunction), and other persons with disabilities affecting the functions of the body or mind (including disabilities arising from intractable illnesses) and who are in a state of facing substantial limitations in their continuous daily life or social life because of a disability or a social barrier\*. The definition is not limited to those in possession of a so-called disability certificate.

The definition refers to those seeking admission to the university and current students of the university, and includes non-degree students, graduate school auditing students, research students, and inbound/outbound exchange students.

\* “Social barrier” refers to items, institutions, practices, ideas, and other things in society that stand as obstacles against persons with disabilities engaging in daily life or social life (second clause of Article 2 of the Basic Act for Persons with Disabilities).

## (3) Education and evaluation methods

In the provision of education for students with disabilities, the methods of delivery shall be adjusted flexibly without altering the essence of educational goals, content, and evaluation. Also, the necessary furniture and other fixtures and support devices shall be utilized as required, and access to the required texts, materials, and information assured, so that all students can learn under the same conditions.

Evaluation (methods) shall be clearly stated in the syllabus, and no allowances shall be made in terms of academic grades such as alteration of evaluation standards to the detriment of educational objectives or fairness, or lowering of passing grade standards.

In entrance examinations, credit approval examinations and the like,

allowances such as the extension of examination times, provision of separate examination rooms, and alteration of answer formats shall be made in light of individual circumstances, predicated on the appropriate evaluation of the abilities/aptitudes and learning achievements of students with disabilities.

In written reports, presentations, and other non-examination tasks, allowances in submission and presentation formats shall be made flexibly to enable students' learning achievements to be evaluated appropriately.

#### (4) Responsibilities

Chief managerial responsibility lies with the President, who shall oversee the university as a whole and assume ultimate responsibility for the elimination of disability discrimination and the development of environments for that purpose (including promotion of barrier-free facilities, assignment of necessary personnel, clarification of approaches and policies for the acceptance of prospective and current students with disabilities, and improvement of information accessibility).

Furthermore, the Deans of each Faculty and Graduate School shall oversee to ensure that students with disabilities enrolled in their respective Faculties/Graduate Schools receive the necessary support and gain full learning opportunities under the support objectives set forth in these Guidelines.

#### (5) Support structures

The Educational Support Center shall be established as a consultation point to accurately address inquiries concerning discrimination on the grounds of disability and requests for reasonable accommodation from students with disabilities, their families, and other stakeholders. The Center shall endeavor to realize the support required, collaborating and cooperating as necessary with Faculties, Departments, Graduate Schools, and other associated organs within the university, as well as other universities and external organizations.

In order to enable the appropriate provision of reasonable accommodation, students with disabilities shall be required to declare\* that they require the removal of social barriers, and to submit documentation as objective evidence of their need for accommodation.

In the event that a need for accommodation is found to exist as a result of the abovementioned collaboration and cooperation, the Educational Support Center shall, through constructive dialogue with the student with a disability, consider and determine the specific content of such accommodation in light of the content, class operation methods, and achievement objectives of the courses in which accommodation is required.

The Educational Support Center shall collect and accumulate case studies and insights into support for students with disabilities from within and outside the university. Based thereon it shall furnish faculty/staff members with information and specific methods in the support of students with disabilities, conduct training for the purpose of raising awareness of such support, and endeavor to establish and advance support structures.

\*Declarations can be made not only through conventional language (including sign language) but also by braille, written messages, gestures/signs and other means necessary for persons with disabilities to communicate with others. This includes declarations that are assisted by a student's family, helper or other party assisting communication in cases where a declaration cannot be made independently by the student. Moreover, even in the event that there is no declaration, if the student manifestly requires removal of a social barrier, efforts shall be made to propose to the student reasonable accommodation considered appropriate. (Ministerial Policy)

#### (6) Conflict resolution

In the event that a student with a disability believes they are being subjected to undue discriminatory treatment, or in the event that they object to a reasonable accommodation or other support for students with disabilities or the decision-making processes related thereto, the person with chief managerial responsibility shall establish a third-party committee as necessary in order to resolve the dispute.

#### (7) Amendment and abolition

This Guidelines shall be revised as necessary in line with amendments to the Act for Eliminating Discrimination, accumulation of specific instances of consultation and legal action since the said Act came into effect, advancements in support technologies for persons with disabilities, and changes in the educational structures and objectives of the Kanagawa University. Amendments and abolitions shall be initiated by the Committee for the Advancement of Faculty Development and Student Support and determined by the Board of Trustees following deliberation by the university's various organs.