

Education > Requests from Students with Disabilities for Reasonable Accommodation for Classes, Examinations, and Daily Life

In 2016, the Disability Discrimination Act (障害者差別解消法) was adopted to prohibit discrimination and provide reasonable accommodation* as a legal obligation. To address this matter, as of April 1, 2016, Kyushu University established the "Regulations Concerning the Promotion to Eliminate Discrimination on the Basis of Disability at Kyushu University" and the "Implementation Guidelines Concerning the Promotion to Eliminate Discrimination on the Basis of Disability" to promote support for people with disabilities as a university that is open to society. ([For more details on the support system for people with disabilities at the university, please refer to the URL](#)).

* Definition of “ reasonable accommodation ” is;

changes or adjustments that take into account disability status, gender, age, etc., within the scope that does not change the essence of education, in order to ensure equal opportunities for people with and without disabilities (including chronic and incurable diseases) to study.

Students subject to reasonable accommodation

These are students with problems such as developmental disabilities, mental disorders, and infirmities and frailties, even though some of them are difficult to recognize at first glance as having disabilities. Some may even appear to be disruptive students with a problematic attitude. However, such students may actually be those in need of reasonable accommodation.

The Student Diversity Handbook (see next below) provides information on the symptoms, causes, and academic difficulties of five disabilities/disorders that may be difficult to identify at first glance.

*The Student Diversity Handbook

https://www.kyushu-u.ac.jp/f/39421/pamphlet_200427.pdf

授業中何度も外に出る



「ちょっとちょっと！説明聞いてよ！」

重要なところは聞き逃してほしくないのに。
毎回毎回外に出るのはなぜだろう？
やる気がないのかな？

-6-

過敏性腸症候群で おなかを壊しやすいんです。

- お腹の痛みや不快感、下痢や便秘の症状が続く病気です。
- 心理的に負担がかかると症状が悪化することがあります。
- 腹痛におびえるうちに緊張や不安が増し、悪循環に陥ることもあります。



過敏性腸症候群の学生について もっとほかにも

式典やテストが苦手

長時間外に出られない環境が苦手です。退席にくい状況で、人よりも緊張してしまい、症状が出ることもあります。

遅刻をする

電車の中で、突然トイレに行きたくなるなど、突発的な症状のため、遅刻してしまうことがあります。

退席が気になる学生 他にもこんな事情

姿勢を変える

関節リウマチなど、同じ姿勢を長時間継続するのが困難な学生もいます。歩きまわったり、寝転んだりしてこまめに姿勢をかえる必要があります。

急な腹痛が起こる

難病（クローン病、潰瘍性大腸炎など）で腹痛、下痢などに悩む学生もいます。症状が重い場合には、入院することもあります。

※全ての学生に当てはまるわけではありません。

-7-

図 学生の多様性に関するハンドブック

The flow of academic support for students with disabilities

Upon receiving a request from a student with a disability, we will request the faculty member in charge of the class to provide reasonable accommodation during classes and examinations. In order to do so, please follow the procedures 1 to 9 below in accordance with the flow of support in each department. In such cases, consultation (constructive dialogue) between students and the faculty members is necessary, so please respond when you are contacted by a reasonable accommodation coordinator (KIKAN education) or faculty members in charge of academic affairs for each department.

1. Consultation from a student

A student should first consult with the Support Section for Inclusion.

2. Preparation of the Reasonable Accommodation Request form by the student

The student meets with the person in charge of the Support Section for Inclusion and prepares a request form for reasonable accommodation regarding a class, examination, or daily life.

The Support Section for Inclusion conducts interviews from the perspective of the disabilities characteristics and the rationality of the content of consideration to assist in the preparation of written requests.

3. Submission of the Reasonable Accommodation Request form by student (Center Building No.1, 2nd floor)

The student submits the completed Reasonable Accommodation Request form to the Student Support Division of the Student Affairs Department.

4. Discussion on reasonable accommodation in the department.

The "Considerations for Classes and Examinations" section of the submitted form will be sent to the department related to the class, and the "Considerations for Daily Life" section will be sent to the department to which the student belongs, and the matter will be discussed there.

5. Decision and Notification of Reasonable Accommodation

Once the supervisor (department head, etc.) decides on the details of the consideration, a letter requesting consideration will be sent to the faculty member in charge of the class, and a notice of consideration will be sent to the student.

6. Written constructive dialogue regarding the content of the consideration

The faculty member in charge of the class will decide whether or not to implement the considerations listed in the request letter received, based on the purpose and content of the class. The result will be sent to the student via the department. The result will be one of the following: possible to implement, no opportunity to implement, needs to be considered, or impossible to implement.

7. Additional constructive dialogue

If the student wishes to engage in constructive dialogue about the matter that was answered as "Needs to be considered" or "Impossible to implement," a discussion will be held based on the educational goals and methods of each class subject, and through mutual understanding, a consensus will be formed and the content of consideration will be determined.

8. Implementation of consideration

The faculty member in charge of the class will implement the consideration determined through constructive dialogue. If there is any preparation necessary for the implementation of consideration, you can discuss it with the appropriate

section.

If a student is dissatisfied with or has a question about the content of consideration, the student can file an appeal with the supervisor (Director in charge of the Support for People with Disabilities).

9. Monitoring on the Implementation of Reasonable Accommodation for Academic Purposes (Faculty Monitoring)

To ensure appropriate provision of reasonable accommodation, semi-annual monitoring of the implementation status of reasonable accommodation is conducted for faculty and staff and students. The results are shared with all departments through the Committee for Support for People with Disabilities.

Accessibility Peer Supporter Students

The Accessibility Peer Supporter students carry out activities to improve the accessibility of campus facilities and information, also support the students with disabilities at Kyushu University. Students from various undergraduate/graduate schools are participating in those activities utilizing their expertise.

(1) Support activities: creation of barrier-free maps, information sharing such as note-taking using computers at classes, and mobility support.

(2) Awareness-raising activities: awareness-raising publicity via X (formerly: Twitter), Facebook, website (<https://qupeersupporter.wordpress.com/>), creating posters, etc.

Twitter Account @q_peersupporter

(3) Training activities: computer note-taking course, sign language course, sighted guide training course, wheelchair skills training program, participation in camps organized by the Accessibility Leader Promotion Consortium and symposiums held by the Postsecondary Education Programs Network of Japan (PEPNet-Japan), etc.



Long-Term Completion System for Students with Disabilities

Students with disabilities or illnesses that limit their ability to study are eligible for the "Long-Term Completion

System".

For students with disabilities who are unable to complete their studies even after the application of the Long-Term Completion System, the " Implementation of the Kyushu University Long-Term Completion System for Students with Disabilities (Guidelines)" has been established. Each undergraduate/graduate school can determine the extension of the period of study as a reasonable consideration based on a common understanding in accordance with these guidelines.

Inquiry

- Center for Health Sciences and Counseling and Support Section for Inclusion (Center Building No. 1, 1st floor)
TEL:092-802-5859
Email:inclusion_chc.kyushu-u.ac.jp
Replace with @ in email addresses.