

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

In 2016, the Disability Discrimination Act 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 for 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 relevant section.)

*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

Some students have developmental disabilities, mental disorders, or chronic health conditions that may not be immediately apparent. 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 page) 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？

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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。退席しにくい状況で、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。

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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

When a student with a disability submits a request for reasonable accommodations, the process will proceed as follows:

Reasonable Accommodation Web System

<https://rasys.kyushu-u.ac.jp/>

1. Request for reasonable accommodation from a student

Students with disabilities submit their applications through the web system. Students may consult the Counseling Health Sciences Center, Support Section for Inclusion (hereinafter referred to as the “IN Office”) as needed. The IN Office conducts an interview with the student upon receiving the consultation.

2. Necessity assessment by the IN Office

The IN Office assesses applications to determine the necessity of reasonable accommodation based on the nature of

the disability (functional limitations and difficulties) and social barriers.

3. Preliminary suitability check by the relevant department

The supervising officer (department head, etc.) shall conduct a preliminary suitability check on the application. Note that the preliminary suitability check by the supervising officer (department head, etc.) may be omitted depending on the circumstances of the department.

4. Evaluation of the appropriateness by the Accommodation Providers

Staff members and instructors responsible for providing reasonable accommodations (hereinafter referred to as the "Accommodation Providers") determine the appropriateness of the requested accommodations in light of the fundamental nature of education. If it is determined to be "Requires Further Consideration" or "Not Feasible," the reason must be stated.

5. Constructive Dialogue

The Accommodation Provider notifies the student if constructive dialogue regarding the application is necessary. The student reviews the result of "4. Evaluation of the appropriateness by the Accommodation Providers" and notify the Accommodation Provider if constructive dialogue is required. Through mutual understanding achieved via constructive dialogue, an agreement regarding reasonable accommodation is formed. If the student requests the presence of the departmental representative, the representative attends the constructive dialogue.

Scheduling the constructive dialogue and recording of the dialogue are generally handled by the departmental representative or the student. If agreement cannot be reached through the constructive dialogue, the student contacts the supervising officer (department head, etc.) via the departmental representative. Each department organizes a review team or similar body as appropriate to the circumstances and promptly presents a proposal to reconcile the opinions of both parties.

6. Final confirmation of the necessity and appropriateness of reasonable accommodation by the supervising officer (department head, etc.)

The supervising officer (department head, etc.) conducts the final confirmation of the reasonable accommodation agreed upon between the student and the Accommodation Provider and then instructs the Accommodation Provider accordingly. The date of this final confirmation is considered the date of final agreement.

7. Provision of reasonable accommodation

The Accommodation Provider shall provide the reasonable accommodation confirmed in Section 6. Furthermore, if necessary preparations or other arrangements are required, the Accommodation Provider consults with the relevant

departmental staff and provides the reasonable accommodation.

8. Reporting and consultation on cases difficult to handle at the departmental level

When handling matters within a department proves difficult, the supervising officer (department head, etc.) consults with the chief supervising officer (the Executive Vice President in charge). The Student Support Division serves as the contact point, and the chief supervising officer issues instructions to the Student Support Division. The Student Support Division coordinates with the Finance Department, Facilities Department, and other relevant departments to facilitate the implementation of reasonable accommodation. The chief supervising officer submits matters to the Committee for Support for Persons with Disabilities for deliberation. After considering the appropriate response, the chief supervising officer notifies the supervising officer (department heads, etc.) of the reasonable accommodation decided upon.

9. Appeals

If a student is dissatisfied with the implementation of reasonable accommodation, the student may file an appeal with the chief supervising officer (the Executive Vice President in charge) through the Student Support Division.

10. Monitoring of reasonable accommodation

The chief supervising officer (the Executive Vice President in charge) conducts monitoring with students and Accommodation Providers and reports findings to the Committee for Support for Persons with Disabilities. Reports are also made to the Educational Planning Committee as necessary. Members of the Committee for Support for Persons with Disabilities share the reported information within their respective departments.

Accessibility Peer Supporter Students

At Kyushu University, Accessibility Peer Support Students are working to improve the accessibility of facilities and information on campus, and to provide support for students with disabilities. Students from a variety of undergraduate and graduate schools participate, contributing to activities by applying their respective areas of 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: Public relations and outreach through X (formerly Twitter), Facebook, and the website (<https://qupeersupporter.wordpress.com/>), as well as the creation of awareness posters.

X 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 course completion system, the "Implementation of the Kyushu University Long-Term Course Completion System for Students with Disabilities (Guidelines)" has been established. Each faculty/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

- Counseling Health Sciences Center, 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.