

Chuo University
Handbook of Support
for Students with Disabilities
(for Students)
Ver.1.0 (April 1, 2025)

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Overview of the Handbook

This handbook summarizes the support information for students with disabilities or chronic diseases. This also outlines Chuo University's support system for students with disabilities, counseling steps, information about support desks, basic concepts of disabilities, examples of reasonable accommodation, etc.

Support system for students with disabilities

To ensure a safe and supportive learning environment for students with disabilities, Chuo University has support desks (Student Counseling Center, Office of the Faculty/Campus Social Worker (CSW), and Diversity Center) in place. These desks serve as central hubs to deal with consultations from students and provide necessary support. Centering around these desks, the faculty and staff work together to build support systems, and to realize special considerations tailored to individual student's needs.

Information about support desks and counseling steps

To receive support, students with disabilities first need to contact a relevant support desk. The support desk will listen to the student's condition or support required in a careful manner and suggest available support options.

Basic concepts of disabilities

Disabilities arise from the interaction between an individual's physical and mental conditions and their surrounding environment. For this reason, environmental arrangements (reasonable accommodation, etc.) tailored to individual student's characteristics or situations are required.

We hope you will find this handbook informative and helpful to realize your fulfilling learning experiences.

Support for Students with Disabilities in Chuo University

Chuo University established "Guidelines for Support of Students with Disabilities" in 2016, and made a commitment to build the equal learning environment for all students including students with disabilities or chronic diseases in "Chuo University Statement on Diversity" issued in 2017. Based on these guidelines and declaration, support desks including the Student Counseling Center, Office of the Faculty/Student Affairs Section for Central Tokyo Campuses (CSW), and Diversity Center ensure to build supportive environment for students with disabilities and provide reasonable accommodation.

Chuo University Statement on Diversity

In the "Chuo University Statement on Diversity" issued in 2017, Chuo University makes a commitment to respect the human rights (diversity) of all people with various backgrounds including all disabilities, medical histories, economic conditions, family environments, genders, gender identities, sexual orientations, ages, nationalities, races, ethnic groups, languages, faiths, and religions. For the full document, please visit our website below.

<https://www.chuo-u.ac.jp/campuslife/diversity/declaration/>

Guidelines for Support of Students with Disabilities

In April 2016, Chuo University implemented "Guidelines for Support of Students with Disabilities". This guideline outlines what needs to be done by the university to provide students with better learning and living environment. Chuo University's support for students with disabilities is based on its school philosophy and the "Chuo University Statement on Diversity", and is conducted under the principle of "offering the learning environment where all people with the will to learn can gather together in equality and study without limitations" regardless of disability.

<https://www.chuo-u.ac.jp/campuslife/diversity/disability/support/>

Student Counseling Center

When you "have trouble beyond your control", "can't put things into action even though you know what to do in your head", or "don't know who to ask for help" in your university life, just talking to someone may help you sort out your feelings or bring a sense of relief. The Student Counseling Center is a place for you to talk comfortably about your worries and anxieties.

How to use the Center

Please feel free to ask anything without hesitation about learning, extracurricular activities, career path, interpersonal relationships, mental and physical health, family relations, romantic relationships, legal issues, and other minor questions or sensitive matters.

The first session will be an interview with the staff of the Student Counseling Center, then the professional advisors (psychiatrists, psychological counselors, lawyers), as well as the faculty and staff of relevant divisions, will support you according to your circumstances.

*For consultation on academic matters, job hunting, or studying abroad, relevant divisions such as the Office of the Faculty, Career Design Support Center, and International Center will be engaged.

Counseling steps

1. Application by visiting the office, by phone, or through Inquiry Form

2. Intake (initial interview) will be conducted by the staff of the Student Counseling Center

3. Based on the consultation

- The interview with professional advisors (psychiatrists, psychological counselors, lawyers) or faculty and staff advisors will be scheduled.
- Relevant university divisions and external institutions may be engaged or introduced to you to provide support.

List of Student Counseling Centers

Details/Campus	Tama Campus	Korakuen Campus	Ichigaya Tamachi Campus	Myogadani Campus
Faculties	Faculty of Economics, Commerce, Letter, Policy Studies, Global Management	Faculty of Science and Engineering	Faculty of Global Informatics	Faculty of Law
Location	BF, Building 5	2F, Building 6 (September, 2025 -) 1F, Old Building 1 (-August, 2025)	6F (Reception) 1F (Counseling Room)	4F (same location as the Diversity Center)
Opening Hours	Mon. - Fri. 10:00 am - 5:00 pm	Mon. - Fri. 10:00 am - 5:00 pm	Tue. 11:00 am - 3:00 pm Fri. 10:00 am - 2:00 pm	Mon. - Fri. 10:00 am - 5:00 pm
Phone	042-674-3481	03-3817-1724	03-3817-1724	03-5978-4222
Inquiry Form	Please see the website for the contact information of each campus.			

Campus Social Worker (CSW)

Stationed at each Office of the Faculty (and at Student Affairs Section for Central Tokyo Campuses for the Faculty of Science and Engineering), the CSW plays a role in listening to the problems of students and requesting (via the office) that teachers give special consideration to mitigate learning difficulties. All CSWs are professionals in psychology and disability welfare. Please do not hesitate to contact the CSW learning support specialist if you are experiencing significant difficulties in university study. You can apply for a counseling session through your seminar or laboratory supervisor as well as through staff at the Office of the Faculty, or directly by email. Please note that the "Request for reasonable accommodation" will be issued after sufficient discussion, based on the full awareness of severity and specific circumstance of difficulties after multiple consultations, and may not be made immediately upon request.

The CSW not only creates "Requests for reasonable accommodation", it also conducts periodic interviews in order to support the learning experience of students.

Diversity Center

The Diversity Center is engaged in the promotion of diversity (diversity awareness) in collaboration with internal/external stakeholders, centering around three areas: disability/illness, gender/sexual diversity, and multicultural coexistence. The center offers consultation support for students who need special consideration due to their disabilities (physical/internal disabilities or intractable diseases). In addition to consultation and support, the center is committed to raising awareness including environmental improvement such as creating barrier-free maps, planning/hosting events for diversity promotion, as well as on-campus trainings. Please feel free to contact us if you have any questions.

Diversity Square, Tama Campus

Steps for Support of Students with Disabilities (Reasonable Accommodation)

Step1 / Consultation at support desk

The support staff will listen to your problems or support required (special consideration). You may be asked to submit documents such as medical certificates, and to fill out forms according to the support and reasonable accommodation.

The support desks for disabilities and chronic diseases are listed below.

Consultation details	Major support desks
Academic consultation for students with physical disabilities/chronic physical disorders	Diversity Center
Academic consultation for students with mental/developmental disorders	The Office of the Faculty/Graduate School to which you belong, Student Affairs Section for Central Tokyo Campuses (for the Faculty of Science and Engineering)

If you have multiple disabilities or are unsure of where to consult, please contact the most approachable desk of the following (1) to (8).

->(1) Office of the Faculty, (2) Student Affairs Section for Central Tokyo Campuses, (3) Office of the Graduate School, (4) Office of the Professional Graduate School, (5) Office of the Distance Learning Division, (6) Diversity Center (Student Counseling Room), (7) Student Counseling Center, (8) Health Center

Step 2 / Examination of reasonable accommodation

The responsible division will examine reasonable accommodation based on the interview and submitted documents. Upon examination, staff members and professionals (CSW, disability support coordinator etc.) will have a discussion and create the proposal document of reasonable accommodation as necessary.

Step 3 / Confirmation with students and determination of reasonable accommodation

The division will propose the details of reasonable accommodation to the student (applicant), and make sure whether it is appropriate and which courses need special consideration.

Step 4 / Communication and implementation of reasonable accommodation

The details of reasonable accommodation will be informed to the teachers of the relevant courses and relevant faculty members and staff in writing. Based on this communication, the faculty members will provide reasonable accommodation. How to provide reasonable accommodation may be discussed with you as necessary.

Step 5 / Feedback

The division will get your feedback about whether the reasonable accommodation has worked properly.

Note 1) The Student Accessibility Support Committee entrusts the examination of reasonable accommodation to the Diversity Center.

Note 2) If you have any complaints (objections) about the details of reasonable accommodation provided or the determination process, please contact the Academic Affairs and Community Relations Section.

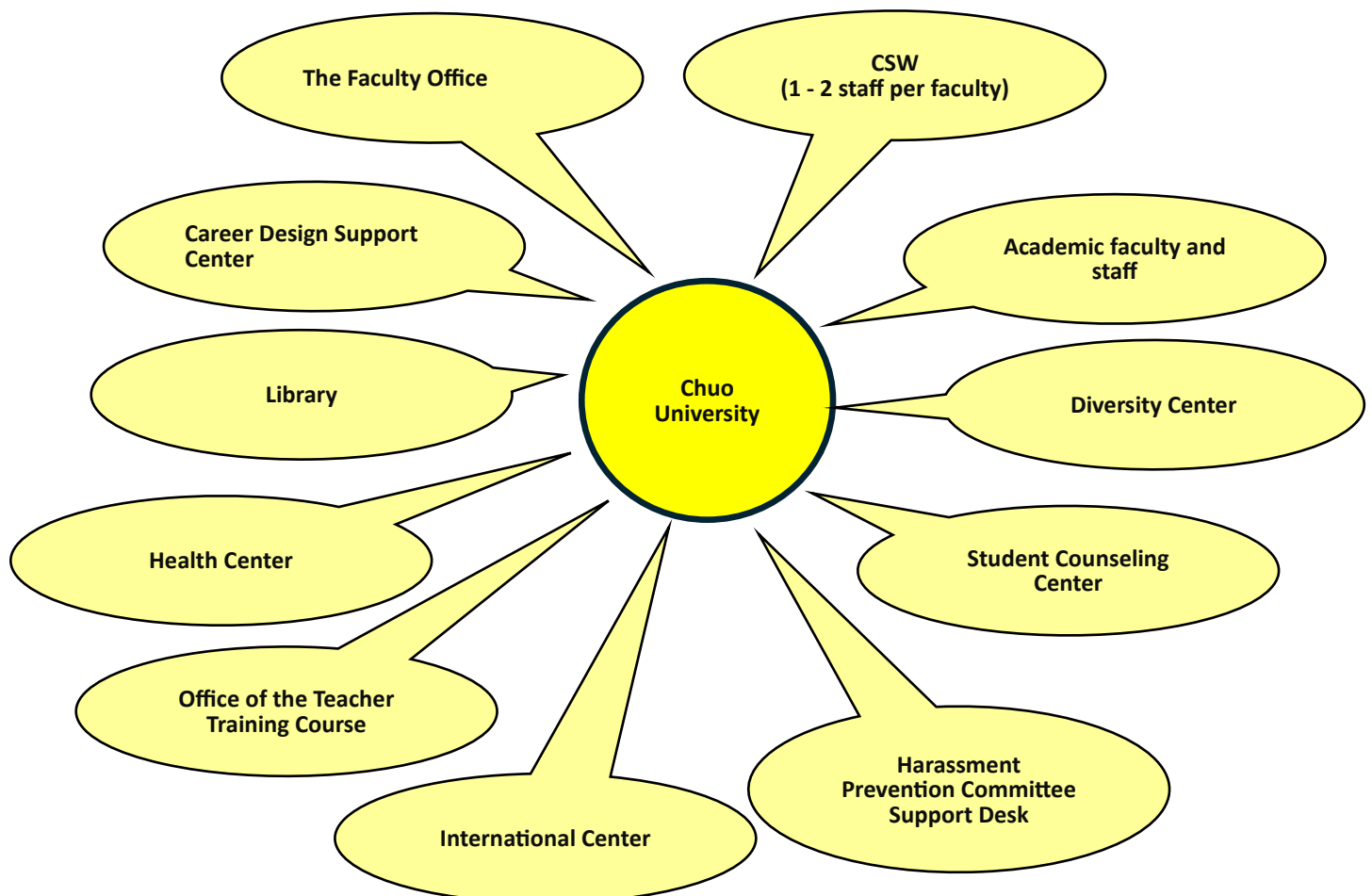
Note 3) Please contact the Harassment Prevention Committee Support Desk for the consultation on overall discrimination due to disabilities.

Interdivisional Collaboration

Chuo University promotes university-wide collaboration in order to support students with disabilities in various situations of their university life.

The support desks for students with disabilities (Student Counseling Center, Office of the Faculty [Campus Social Worker], Diversity Center) collaborate with other divisions including libraries, Health Center (for health checkup etc.), Office of the Teacher Training Course (for teacher training classes, teaching practice), International Center (for studying abroad, admission of international students), Career Design Support Center (for job hunting), and Harassment Prevention Committee Support Desk to provide support. With the consent of students, we will cooperate with other divisions to address issues as necessary. Let's work together to find solutions.

Interdivisional Collaboration Chart



Reasonable Accommodation for Students with Disabilities

Disabilities arise from the interaction between an individual's mental/physical conditions and their surrounding environment. Thus, universities focus on building an equal learning environment for students with and without disabilities. We are also responsible for "providing reasonable accommodation" according to the circumstances of each student.

What is reasonable accommodation?

Reasonable accommodation refers to the arrangement and support required for students with disabilities to participate in learning. The details of accommodation vary depending on the type or degree of disabilities. Though this handbook outlines some specific examples of reasonable accommodation related to different disabilities (see Page 10 - 14), the actual arrangement will be made individually based on dialogue with the student (constructive communication).

Based on constructive communication, reasonable accommodation will be examined from the perspective of **(1) Necessity for student** (whether the accommodation can eliminate the negative impact of disabilities), **(2) Educational adequacy** (whether the accommodation enables the student to participate in learning without changing the nature of subjects or courses), **(3) Fairness to other students** (whether the accommodation places the student at an excessively disadvantaged/advantaged position than other students), **(4) Excessive burden** (whether providing the accommodation is realistic and sustainable), **(5) Being incidental or not to the essential function of the institution** (whether providing the accommodation is part of the core role of the university as an educational institute). Also, reasonable accommodation cannot be applied retrospectively from the time of application. Please consult us at your earliest convenience from the beginning of the school year or semester.

Feel free to contact us!

Each support desk will provide the environment and support enabling the students to express their full intentions.

We will carefully listen to the students whether they can participate in learning; and if not, work together to identify what the obstacle is. Based on this, we will suggest and introduce support options including reasonable accommodation and available resources (services, devices etc.) on/off campus. Please feel free to contact us if you have any problems or worries about your learning or university life.

Hearing Impairment

Hearing impairment refers to the state of being unable to hear, or it being hard to hear, speaking voices or ambient sounds. This includes "deafness", the state of being unable/hard to hear, and "hard-of-hearing", the state of having some hearing ability, but the condition of hearing varies significantly depending on individuals. Some people cannot hear at all, and others can only hear distorted or choppy sounds.

Also, some people wear hearing aids and cochlear implants or use hearing aid systems to improve audibility, while others do not use these aids due to their ineffectiveness. There are various communication methods including oral method (reading the shape of mouth to detect speakers' utterances from the sound, facial expression, and conversation flow), written conversation, sign language, as well as gestures and air writing (writing words in the air with fingers to communicate). These communication methods vary significantly depending on their backgrounds they grew up or when they lost hearing.

The example of most typical problem on campus is the situation of being unable/finding it hard to hear the speech of teachers and students in class. Outside of class, at an administrative office for instance, verbal explanation can be unclear or lead to misunderstandings.

Specific examples of reasonable accommodation to be provided include the information access support through text (use of PCs or voice recognition apps, handwritten note-taking, transcription of audio materials) by SA (Student Assistant) as well as audibility improvement support (use of microphones or hearing aid systems). Sign language interpretation can be used according to the class format. Each arrangement will be made combining various methods based on class contents or preference of students, but the important thing is to build an easy-to-hear environment and to communicate using visual information tailored to each student. At regular examinations, further arrangements can be made including alternative measures to listening tests or priority seating with better acoustics.

Visual Impairment

Visual impairment refers to the state of being unable to see, or it being hard to see, objects. This includes "blindness", the state of being unable/hard to obtain visual information, and "amblyopia (low vision)", the state of supplementing one's eyesight with magnifying tools, etc., to improve vision, but the condition of seeing varies significantly depending on individuals. Some blind people can distinguish light and darkness, difference of colors, and certain extent of shapes. Some people with amblyopia (low vision) suffer from "tunnel vision", the narrowed visual field, and "central scotoma", the state of seeing spots in the center of their vision or having blurred vision, feeling that the light is blindingly bright, or the inability to see well in the dark. There are other people who have difficulty in distinguishing colors due to color blindness.

When reading texts, they may convert text data into Braille using braille terminals including BrailleSense or Braille Memo, read printed characters (general term for print or handwritten texts on paper vs. Braille) at close range, use the zoom function of PC/tablet screens, use texts with enlarged print, and/or use assistive devices including magnifying glass and PCs with built-in screen readers.

The most typical problem on campus is the situation of being unable/having difficulty seeing printed characters of documents or textbooks projected/handed out in class. Also, outside of classroom, documents to be submitted may need to be written by someone on behalf of the student who has difficulty with writing letters, and finding available seating at a cafeteria or moving around campus may be difficult.

Specific examples of reasonable accommodation to be provided include transcription, PDF conversion, Braille translation, or 3D copy of study materials to make documents readable, according to the contents and students' needs. Also, mobility assistance to the classroom, or audio guides for video materials (if any) etc., may be arranged as necessary. At regular examinations, further arrangements can be made including extended exam hours and separate test-taking, testing in Braille, or enlarged test/answer sheets.

Physical Disability

Physical disability refers to the state of having limitations (difficulties) in physical activities or movements in daily life. Parts of the body with physical disability are classified into three: upper limbs, lower limbs, and whole body including both upper/lower limbs, but the condition of disability level varies depending on individuals. Also, physical condition may differ according to the environment, time of day, from day to day, as well as by aging.

Examples of typical problems on campus are the situations involving carrying study materials etc., opening/closing doors, handwriting, as well as using devices such as PCs and laboratory equipment. Specific examples of reasonable accommodation to be provided include the digitization of study materials, note creation support by SA (Student Assistant), support by TA (Teaching Assistant), change to more accessible classrooms, entry permission for caregivers, and permission for commuting by car and parking. At regular examinations, further arrangements can be made including extended exam hours and separate test-taking, or alternative measures.

Internal Disability

Internal disability (internal organ dysfunction) refers to the state of having organ dysfunction due to intractable or chronic diseases. It can be difficult for other people to be aware of the disabilities as this is often unnoticeable.

Also, one of the physical symptoms may be day-to-day fatigue, and some diseases or symptoms can be progressive. Some people need regular treatment and medical care.

Typical problems on campus include the difficulty in attending (lengthy) practice or practical training (harder workouts) due to the physical conditions despite the willingness of participation. In some cases, the place and time are required for self-injection, taking medication, or medical care.

Specific examples of reasonable accommodation to be provided as special consideration for absence due to hospital visits or treatment include providing handouts from missed classes and submission of assignments as a substitute for attendance. It may also be possible to use a break room to take a rest, or extend/change the period of practice (e.g. reduce hours per day and add the number of days, or take alternative measures etc.).

Developmental Disorder

Developmental disorder refers to the state of having certain problems in students' university/social life due to their ways of information processing and physical functions that are different from average people because of functional imbalances (characteristics) in several brain regions. The concept "Social Model of Disability" is that the characteristics themselves are not a disease or disability and are to a certain extent common to everyone, but the incompatibility between those individual characteristics and their environment would emerge as a disability. University life, where multiple tasks need to be done quickly and simultaneously, and scheduling/keeping daily routine must be managed without help, is likely to impose difficulties on those with prominent developmental characteristics.

At Chuo University, CSWs understand the specific situations of individual problems, and determine the details of "Request for reasonable accommodation" based on objective evidence including medical diagnoses and test results, instead of automatically linking a diagnosis to specific details of the reasonable accommodation. Also, decisions regarding reasonable accommodation will be made by those who teach the relevant courses so that they will not fundamentally alter the nature of the courses.

Some examples of reasonable accommodation provided to the students with developmental disorder are listed below. Please note that the reasonable accommodation may be permitted for some courses, but not always or automatically applicable to all courses.

Accommodation for regular examinations: Separate test-taking, extended exam hours (1.3 times in principle), use of PC as a writing implement, providing enlarged print of test sheets, etc.

Accommodation for test-taking: Use of UD talk, permission to record class audio, use of notetaker, wearing of earmuffs, submission of alternative assignment at the group work, submission of report substitute for attendance in case of difficulty in attending the class on time due to disorders, etc.

Accommodation for the submission of assignments: Rescheduling of deadlines in the event of multiple assignments needing to be submitted, e.g. at the end of semester, etc.

Please feel free to contact the CSW, if you feel your developmental characteristics may contribute to your learning difficulties.

Mental Disorder

Mental disorder collectively refers to various mental illnesses but its definition varies. Mental disorder includes the states that are not regarded as an illness, if there are subjective problems or objective adjustment difficulties. In such cases, the concept "Disability lies not with people but with society" also applies. The state of a person will not be determined by the name of their diagnosis since the degree or details of problems are diverse.

Thus, support begins with understanding the details of individual problems, not just the name of the diagnosis. Multiple consultations with the CSW will answer the question "What is the problem from which I have actually been suffering?" and gradually clarify the potential reasonable accommodation to be provided accordingly.

All the accommodation options listed in the Developmental Disorder section above may also be provided in the case of mental disorder if reasonable, regardless of the diagnoses. Some courses may allow the submission of alternative assignments with students who are unable to access the classroom.

Assistive Devices Available on Campus

Please contact the Diversity Center for how to use.

Tools for written conversation	Boogie Board, Whiteboard Sheet	
A set of equipment to use voice recognition apps/UD talk	AmiVoice Front WT01 (Bluetooth microphone), iRig2, iPad etc.	
Hearing aid systems	Roger Select, Roger Touchscreen Mic etc.	
Braille material production	Braille printer (ESA721), portable Braille writer	
PDF conversion of paper documents	Scan Snap, OCR application	
Height adjustable desk for wheelchair users etc.	Height adjustable desk	
Evacuation equipment	Belka (rescue stretcher), Airstretcher (rescue stretcher), Evac+Chair (stair evacuation chair)	

SA (Student Assistant)

The Diversity Center at Chuo University is engaged in hiring, developing SA's support skills, and staffing of SAs (Student Assistants) who play a role in supporting students with disabilities. We are always recruiting SAs from students of Chuo University. If you are interested, please feel free to register via the application form or contact/visit the Diversity Center.

The activities of the SA are performed as a paid job so that each SA works responsibly, as well as to enable beneficiaries of support to feel comfortable when making requests. No special skills are required when registering. Orientation and training sessions on supporting are provided as necessary when students are actually assigned.

Specific tasks for lesson support include notetaking, text data conversion of materials, transcription of videos, and mobility assistance. Each SA provides possible support based on their availability.

In addition to the lesson support, the SA is engaged as student staff in the events organized/participated by Chuo University or the Diversity Center, and assist/attend on-campus exchanges, meetings, or events etc.

We work together to enable our students to experience accessible learning and enjoyable campus life while mutually supporting each other. We look forward to your participation.

Register as a SA here:

<https://forms.gle/rULKW8sw5XmZREqz8>

Transcription by SAs

To Eliminate "Attitudinal Barriers"

Our society has "social barriers" that affect people with disabilities. These barriers are classified into "physical barriers", "institutional barriers", "cultural/informational barriers" and "attitudinal barriers". Barrier-free means the elimination of these barriers.

Universities are campus communities which bring together diverse people. In addition to maintaining facilities and providing reasonable accommodation, removing attitudinal barriers (= to deepen understandings of disabilities and eliminate prejudice) is required. To raise awareness of disabilities, the Diversity Center of Chuo University organizes/hosts various events throughout the year.

We hope you will participate in these events to deepen your understandings of disabilities. Most of the prejudice arises from lack of knowledge. We hope every one of us makes efforts to gain correct knowledge and increase awareness of disabilities and of people with disabilities, in order to reduce social barriers and realize a more inclusive (respectful to individuality and symbiotic) society.

Diversity Weeks

<https://www.chuo-u.ac.jp/campuslife/diversity/activity/week/>

Event for NHK drama

"Deaf Voice: A Sign-Language Interpreter in Court"

Group photo of student staff and speakers

"Sign Language Exchange Meeting" (*Syuwatto Koryu Kai*) with the deaf lecturer invited

References (Resources)

Information about Chuo University

Barrier-free Maps

https://www.chuo-u.ac.jp/campuslife/diversity/disability/barrier_free_map/

Chuo University has six campuses: Tama, Korakuen, Ichigaya Tamachi, Myogadani, Surugadai, and Koishikawa Campuses. The Barrier-free map for each campus shows the locations of accessible restrooms, nursing rooms, and space of worship as well as the step-free access routes. There are Japanese/English versions so that many people around the campus can use these maps.

Individual Evacuation Plan

The Diversity Center creates the "Individual Evacuation Plan" in case of disasters for mobility-impaired students. Disaster evacuation needs to take into consideration the needs of each student with disabilities. The evacuation procedure/route and necessary evacuation equipment vary depending on the campus they belong to and the details/degree of disabilities. Based on the barrier-free maps, we select safer routes and stairs to use, and record the information on the "Individual Evacuation Plan".

References (Resources)

External information

Association on Higher Education and Disability of Japan (AHEAD JAPAN)

<http://ahead-japan.org/>

Support for Students with Disabilities, Japan Student Services Organization (JASSO)

https://www.jasso.go.jp/gakusei/tokubetsu_shien/

The Postsecondary Education Programs Network of Japan (PEPNet-Japan)

<https://www.pepnet-j.org/>

Services for Persons with Disabilities, National Diet Library, Japan

<https://www.ndl.go.jp/en/support/index.html>

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In Collaboration with Prof. Mitsuru Yamashina (Faculty of Letters), Student Counseling
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