

Chuo University Guidebook of
Support for Students with Disabilities
(for Faculty and Staff)
Ver.1.0 (April 1, 2025)

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Overview of the Guidebook

This guidebook summarizes the important knowledge for the faculty and staff of Chuo University when supporting students with disabilities or chronic diseases. To gain appropriate knowledge and shared awareness will be the first step for the faculty and staff to build inclusive environment with respect for diversity. The guidebook also outlines Chuo University's support system for students with disabilities, counseling steps, information about support desks, basic concepts of disabilities etc. We hope this will help the faculty and staff deepen understandings and serve as a reference when providing students with information.

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. The faculty and staff are asked to provide helpful information and consultation so that the necessary support will be given to students.

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 guidebook informative and helpful to realize the fulfilling learning experiences for students.

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

The Student Counseling Center responds to all kinds of consultations from students. Students can feel free to ask anything about learning, job hunting, further education, studying abroad, mental and physical health, personality/mentality, romantic relationships, interpersonal relationships, club activities, everyday life, any troubles, etc.

If you find any students in need of help, please tell them about the Student Counseling Center.

How to use the Center

The first session will be an interview with the staff of Student Counseling Center and the student, then the professional advisors (psychiatrists, psychological counselors, lawyers) as well as faculty and staff of relevant divisions will support the student according to their 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 the student 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 the office of each faculty, or Student Affairs Section for Central Tokyo Campuses at Korakuen, the CSW plays a major role in collaborating with the faculty and staff to provide learning support for the students facing difficulties. Regarding the learning difficulties in particular, the CSW will draft the "Request for reasonable accommodation" based on the details of individual problems and objective evidence (e.g. medical diagnoses and test results). With the help of the CSW, it may be possible to facilitate a smoother consultation with students who are not willing to engage with the Student Counseling Center or external medical institutes. The students may feel more comfortable in attending the consultation if the faculty contact the CSW in advance. In collaboration with the office staff, the CSW will be a partner who listen to the students in a careful manner with the understandings of their academic progress.

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) as well as the faculty and staff to deal with these students. 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

Note-taking training session with the external lecturer invited

Steps for Support of Students with Disabilities (Reasonable Accommodation)

Step1 / Consultation at support desk

The support staff will listen to your student's problems or support requirements (special consideration). The students may be asked to submit documents such as medical certificates, and to fill out the form 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 the students 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 the student as necessary.

Step 5 / Feedback

The division will get the student's 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.

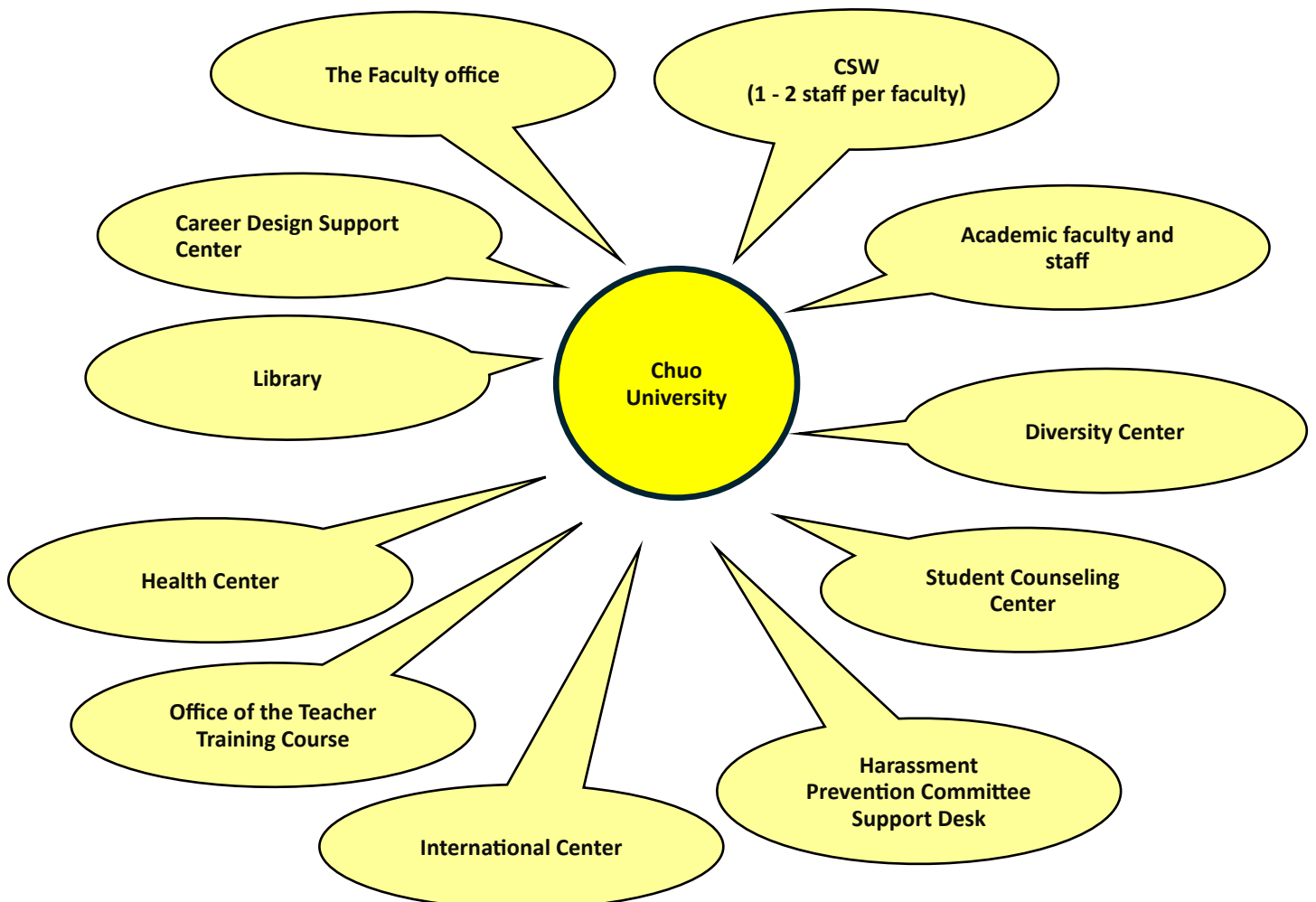
Note 3) Please contact the Harassment Prevention Committee Support Desk for consultation on overall discrimination due to disabilities.

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.

Interdivisional Collaboration Chart



Reasonable Accommodation for Students with Disabilities

Disabilities arise from the interaction of between an individual's mental/physical conditions and their surrounding environment. Thus, it is important to build 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 guidebook outlines some specific examples of reasonable accommodation related to different disabilities (see Page 12 - 16), 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.

Requirements for constructive communication

Constructive communication requires the environment and support enabling the students to express their full intentions. The faculty and staff also need to examine the student's request, explain the reasons/grounds for decisions, and suggest alternative measures if the request is not applicable or the accommodation cannot be provided as requested.

The professionals at each support desk will facilitate this constructive communication by proposing the options of reasonable accommodation tailored to individual circumstances based on their expertise. Please feel free to contact us if you have any questions or worries on providing reasonable accommodation.

Request for Reasonable Accommodation/Information Provision Sheet

Chuo University (hereinafter referred to as "the University"), focuses on building an equal learning environment for students with and without disabilities. One of the initiatives is to provide reasonable accommodation of student needs. Regarding the reasonable accommodation, based on the student's request, the staff at the Office of the Faculty and Office of the Graduate School, Campus Social Worker (CSW), and disability support coordinators discuss and examine to adjust the details. The details of reasonable accommodation will be finalized after the agreement process through the constructive communication between students and the University.

Documents about reasonable accommodation include the Request for Reasonable Accommodation and Information Sheet. The Request for Reasonable Accommodation describes the specific details of individual accommodation and is submitted to the course teacher. Some students prefer the Request for Reasonable Accommodation to be sent to all their teachers, while others prefer it to only be sent to the teachers of the courses requiring reasonable accommodation. At the end of a semester, a one-on-one meeting with the student is conducted to review if the accommodation has been properly provided as requested and to check if any feeling of difficulty still remains. We will provide reasonable accommodation through sufficient constructive communication so that we can flexibly provide necessary support within a reasonable range according to the states of students or environmental factors.

Also, the Information Sheet issued by the Faculties includes the information the course teachers need to know, care, and understand about the conditions or states of students. Please note that the teachers at the Faculty of Science and Engineering are asked to deal with reasonable accommodation based on the Information Sheet issued by the CSW of their faculty.

Points to Note when Supporting Students with Disabilities

Many students who are receiving support for mental or developmental disorders are likely to struggle with their disabilities for the first time after entering the university. The students will go through a lot of ups and downs until they become able to look at themselves objectively and find suitable ways of doing things. Thus, the right to learn through various trials and errors should be guaranteed for the students. They could become rather stubborn if forced to face their issues suddenly. If everyone, including the faculty and staff, watch over them warmly while giving attention to their trials and errors, the students will come to feel comfortable and accept their own characteristics.

Providing support for students should always be done as a team. Some students may reveal their circumstances only to certain people and reject support from experts. Even so, the collaboration with in-house experts including CSW, counselor, and disability coordinators is essential. "Relying on a single person may increase the risk of failing together. Relying on as many people as possible will enable independence". This way of thinking should be shared amongst students and supporters. The faculty and staff will be able to serve as part of a strong network of supporters for students once they work together with experts as a team.

The prerequisite for quality support at universities is that the student's right of self-determination is guaranteed while the experts work as their partners to support the process of their trials and errors. Removing their obstacles proactively to help students avoid any difficulties is not necessarily the best support for them. Lowering the grading criteria too much may deprive them of an opportunity to foster their ability to grow. Once faculty and staff collaborate with the experts who can manage the above issues, at the proper timing and according to the situation, the student will be able to grow into an independent individual.

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 own 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 (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 text books 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 class rooms, 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 places 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 assignment 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

The representatives of developmental disorders are Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) (the Japanese translation has been modified from "disorder" to "syndrome"). In addition, Specific Learning Disorder (SLD) sometimes poses a problem in learning support. Even if the above diagnoses are not made, relevant "characteristics" are often observed. For example, a person who is diagnosed as having just ASD may also have some characteristics of ADHD. In fact, the diagnoses and individual problems of developmental disorders do not necessarily coincide, and the special considerations still vary depending on individuals, even for the same diagnoses.

For instance, the National Center Test for University Admissions run by the National Center for University Entrance Examinations, provides special consideration including the extended exam hours (1.3 times) when the "processing speed" of the student in an intelligence test is remarkably lower than other areas. Based on the decisions of this center and related concept, the admission test of the University also provides this special consideration. The number of students who apply for this special consideration at regular examinations is expected to increase.

Due to the difficulties in scheduling and lower multi-tasking skills, many students request the special consideration for the multiple deadlines for assignments occurring around the same time, especially at the end of semesters. The CSW is engaged with students by providing coaching on task management, while applying for special consideration until their skills reach levels sufficient to avoid dropouts.

Students with interpersonal difficulties may apply for individual support because they are unable to participate in group work. In this case, faculty members are advised to decide adequate special considerations without changing the nature of learning, and considering their own workload, after sufficient discussion with supporting CSW.

Additional arrangements may be applied including separate test-taking for students with concentration problems or social anxiety, and the submission of assignments as a substitute for attendance in the case of having difficulties in managing daily routines. This will also be at the discretion of each faculty member, but it is recommended to speak to the CSW if you have any concerns about the application of students, since the requests are often submitted at the student's own pace during their learning process. The number of students with severe dysgraphia due to SLD is increasing, and more applications for PC use at writing tests are expected.

Mental Disorder

In the case of mental disorders, the diagnosis does not always correspond to the special considerations that are necessary. The supporters involved in the request for reasonable accommodation should listen to the student's difficulties, focusing on actual problems and the student's feeling rather than the diagnosis. Then, if accommodations can be expected to have a positive effect on the student's education, i.e., making it easier to learn, they may consider unprecedented methods, while referring to case studies from other universities.

We have already seen some cases of applications from students being late for class due to sudden onset of mental symptoms or becoming unwell on the way to university, unexpectedly leaving the classroom, or having trouble speaking in front of people, and these cases are expected to increase in the future. Also, internal medicine/pediatrics/obstetrics and gynecology related diseases such as irritable bowel syndrome, orthostatic dysregulation, or premenstrual syndrome may pose significant learning difficulties, and the requests for reasonable accommodation based on these diagnoses are expected to increase. Though there are still no standardized considerations for these conditions, please ensure to understand the student's difficulties since they could face a real trouble, despite having a strong will to attend classes.

Allowing students to wear earmuffs in class due to their strong social anxiety or auditory hypersensitivity was not commonly accepted in the past, but recently faculty members seem to feel more comfortable with this. We have seen cases in which students with significant difficulties in auditory processing and memory consolidation due to higher brain dysfunction caused by accidents applied for recordings of class audio and use of voice input tools (UD talk) and achieved better learning outcomes.

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)	

Importance of Universal Learning Environment

Based on the assumption that we have diverse students in the University, it is important to set up an environment where all students can learn equally and comfortably. This means we need to prepare the educational curricula and learning methods that facilitate effective learning according to the individual characteristics or needs of all students. A representative example is the concept called "Universal Design for Learning (UDL)".

As well as the creation of a physically barrier-free environment, UDL puts emphasis on the assumption that various students (learners) are engaged in studying at an educational setting. Specifically, it offers flexible and diverse options of educational methods for students with various characteristics such as interests, cognitive characteristics including visual/auditory dominance, preferable learning styles, and educational history. This will enable individual students to learn and deepen their understanding at their own pace.

For example, by providing study materials and references in accessible forms (e.g. electronic data), students with visual/hearing impairments or various cognitive characteristics may be able to learn with no additional reasonable accommodation.

Establishing the universal learning environment at educational settings will result in maximizing the diverse ability of all students, rather than just providing special support for students with disabilities. Thereby, the faculty and staff can be engaged in education with respect for individual personalities, resulting in an environment with more fulfilling learning experiences.

Reference: Video "To provide lectures meeting the wide range of educational needs through Universal Design for Learning (UDL)", Center for Professional Development, Tohoku University

<https://pdponline.ihe.tohoku.ac.jp/archive/detail.php?id=99>
(Full video)

<https://pdponline.ihe.tohoku.ac.jp/archive/detail.php?id=99&chapter=6>
(The chapter of "Practical Examples at University")

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 among the students of Chuo University. If you know any students who are interested in this, please feel free to recommend them to register.

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 continued support from the faculty and staff.

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 responsible for eliminating the social barriers on campus. Thus, we need to understand the concept of "Social Model of Disability", abolish unfair discriminatory treatments, and provide reasonable accommodations. Also, in order to understand the circumstances of students with various backgrounds, it is important to update necessary information for supporting students with disabilities.

Universities are campus communities created by their diverse members. In addition to maintaining facilities and providing reasonable accommodations, deepening understanding of disabilities and eliminating prejudice among all community members will lead to a barrier-free campus. To enhance the understandings of disabilities, the Diversity Center of Chuo University takes the lead to organize/hosts various events throughout the year.

We hope you will participate in these events and publicize the event information to students. We suggest that every one of us shift our awareness of disabilities and people with disabilities to create a more inclusive campus.

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".

"If you find any students in need of help" (for faculty and staff) on Chuo University official website

<https://www.chuo-u.ac.jp/campuslife/counseling/care/>

This content includes what information faculty and staff need to know when supporting students, such as "Fundamentals for Student Support" and "Mental Health of University Students".

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
Center/Liaison Committee