Accessibility Guide

Kyoto Institute of Technology – Center for Accessibility and Communication Assistance

At Kyoto Institute of Technology (KIT), we provide academic support to students with disabilities based on:

· Regulations on “Promoting the Elimination of Discrimination Based on Disabilities” at KIT
· KIT Regulation Guidelines on “Unreasonable Discriminatory Treatment and Reasonable Accommodations”

This guide explains the legal framework, key concepts, support systems available and procedures required at KIT for students with disabilities.

Support for Students with Disabilities

1. Social Trends Regarding Disability
In 2006, the United Nations adopted the Convention on the Rights of Persons with Disabilities (CRPD). In response to this convention, Japan legislated the Act for Eliminating Discrimination against Persons with Disabilities in 2013 (effective in 2016, amended in 2024).

2. Key Points of the Disability Discrimination Act
The Act prohibits:
1. Unreasonable discriminatory treatment
2. Failure to provide reasonable accommodations

The Social Model of Disability

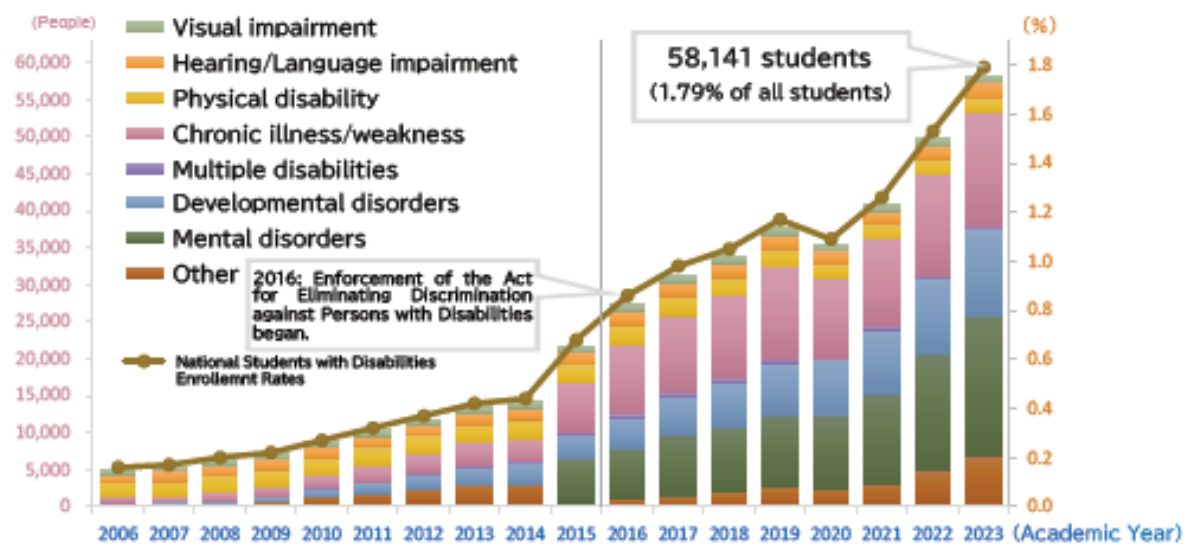
The CRPD, a "social model" of disability, views disability as the result of interaction between an individual's physical or mental functions and society. This approach is incorporated into Japanese law.

1. Examples of possible Unreasonable Discrimination at KIT:
· Denying admission or exam access based on disability
· Refusing participation in internships, practical training, or workshops due to disability
· In evaluations, penalizing or excluding students receiving reasonable accommodations

2. Reasonable Accommodations

Avoiding intentional discrimination is not sufficient. Wheelchair users unable to board a train due to lack of an elevator, for example, face a barrier to participation. Reasonable accommodations involve individualized measures to remove such barriers.

3. University Accommodations for Students with Disabilities
The number of students with disabilities enrolled in universities and other higher education institutions in Japan has been increasing each year. A 2023 survey, found 58,141 such students, representing 1.79% of the total student population. By type of disability, the largest group was students with mental health conditions, followed by those with chronic illnesses or physical frailty (chronic physical conditions), and students with developmental disabilities.
Source: Japan Student Services Organization (JASSO) website / Japan Student Services Organization (2023), *Results of the 2023 Survey on Support Services for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology*.



Key Points of "Reasonable Accommodations" at Universities

In the university environment, reasonable accommodations are adjustments or modifications provided to ensure that students with disabilities can enjoy and exercise the same right to education as other students. Support is based on the student's expressed needs, individual circumstances, and environmental factors, and is determined through constructive dialogue between the student and the institution.

Three Key Principles of Reasonable Accommodations

1. **Ensuring Support-focused Accommodations**
Accommodations are limited to what is necessary to support the student, without altering the essential purpose, content, or function of a KIT education.

2. **Ensuring Equal Opportunities Without Altering Educational Content or Standards**
Accommodations aim to make the same opportunities available to students with disabilities as are available to other students. They do not change grading standards, lower requirements, or modify the core content of education.

3. **Avoiding Excessive Provision Burdens**
When determining accommodations, KIT considers whether adjustments would create an excessive burden on the institution or staff.

Constructive Dialogue
· Dialogue is conducted with the shared goal of ensuring the student's educational rights.
· The student and KIT work together to identify reasonable solutions.

Factors Considered When Determining "Undue Burden" (KIT Guidelines)
1. Impact on education, research, and other university activities
2. Feasibility of implementation
3. Costs and resources required
4. University size, financial standing, and budget limitations

Legal Differences Between Special Support at the High School Level and Reasonable Accommodations at the University Level

There are legal and practical differences between high school support and the reasonable accommodations provided in universities.

Aspect	Request Initiator	Supporting Documentation	Scope of Support
High School Special Support	Student intent is not always required; family members are often the key service requesters	Not always required	Covers all aspects of school life (learning, interpersonal relationships, extracurricular activities)
Reasonable University Accommodations	Student intent is required; the student must self-advocate as the primary requester and responsible party	Generally required (e.g., medical evaluation certificate or other supporting documents)	Primarily focuses on academic support

Steps for Accessing Reasonable Accommodations at KIT

Step 1: Preliminary Consultation	The student consults the Center for Accessibility and Communication Assistance.
Step 2: Application	The student submits the designated KIT Reasonable Accommodation Application Form and supporting documents (e.g., medical certificate or doctor's evaluation)
Step 3: If an Assessment is Indicated	· Discuss academic difficulties and support with the student. · If necessary, have the student consult a KIT physician or be evaluated
Step 4: Coordination of Accommodations and Support	· Share information with the student's department, program, and relevant KIT offices. · Adjust the scope and content of accommodations as appropriate.
Step 5: Agreement and Decision	· Reach an agreement with the student on accommodations and support measures. · Officially finalize the accommodations plan.
Step 6: Implementation of Accommodations and Support	· Distribute accommodation request forms to relevant parties. · Provide accommodations and support as agreed.
Step 7: Follow-up Review	· Conduct follow-up meetings to review the effectiveness of support and adjust as needed.

Important Notes

Requesting Accommodations

- To request reasonable accommodations, begin with a preliminary consultation.
- To receive new accommodations, you must submit your application no later than one month before the start of the semester (new students should also follow this timeline as closely as possible).
- Applications are still accepted after this deadline; however, in such cases, moving from "Step 2: Application" to "Step 6: Implementation of Accommodations and Support" will take at least one month.
- If accommodations begin partway through the semester, they cannot be applied retroactively to a period before the accommodations decision is made.

Continuing Accommodations

- To continue receiving reasonable accommodations, renewal procedures must be completed each semester.
- For disabilities (medical conditions) in which symptoms or health status may change, supporting documentation (such as a medical certificate or physician's statement) must be submitted each academic year.

Examples of Reasonable Accommodations

The following are examples. In practice, appropriate academic support measures are determined on a student-specific basis.

- Permission to record lectures or photograph board notes
- Consideration of absences due to medical appointments
- Access to a rest area
- Use or loan of assistive devices
- Assignment of a teaching assistant or peer tutor
- Assigned or adjusted seating
- Provision of class materials when absent
- Assistance with course registration
- Change of classroom

Note: If a requested accommodation is not related to the nature of the disability, or if it involves a fundamental change to the essential objectives, content, or evaluation standards of a course, it cannot be approved as a reasonable accommodation.

Support Example ①

Student A – Neurodevelopmental condition

· Assistance with course registration
· Permission to photograph board notes
· Provision of visual materials used in class
· Assignment of a teaching assistant for laboratory work

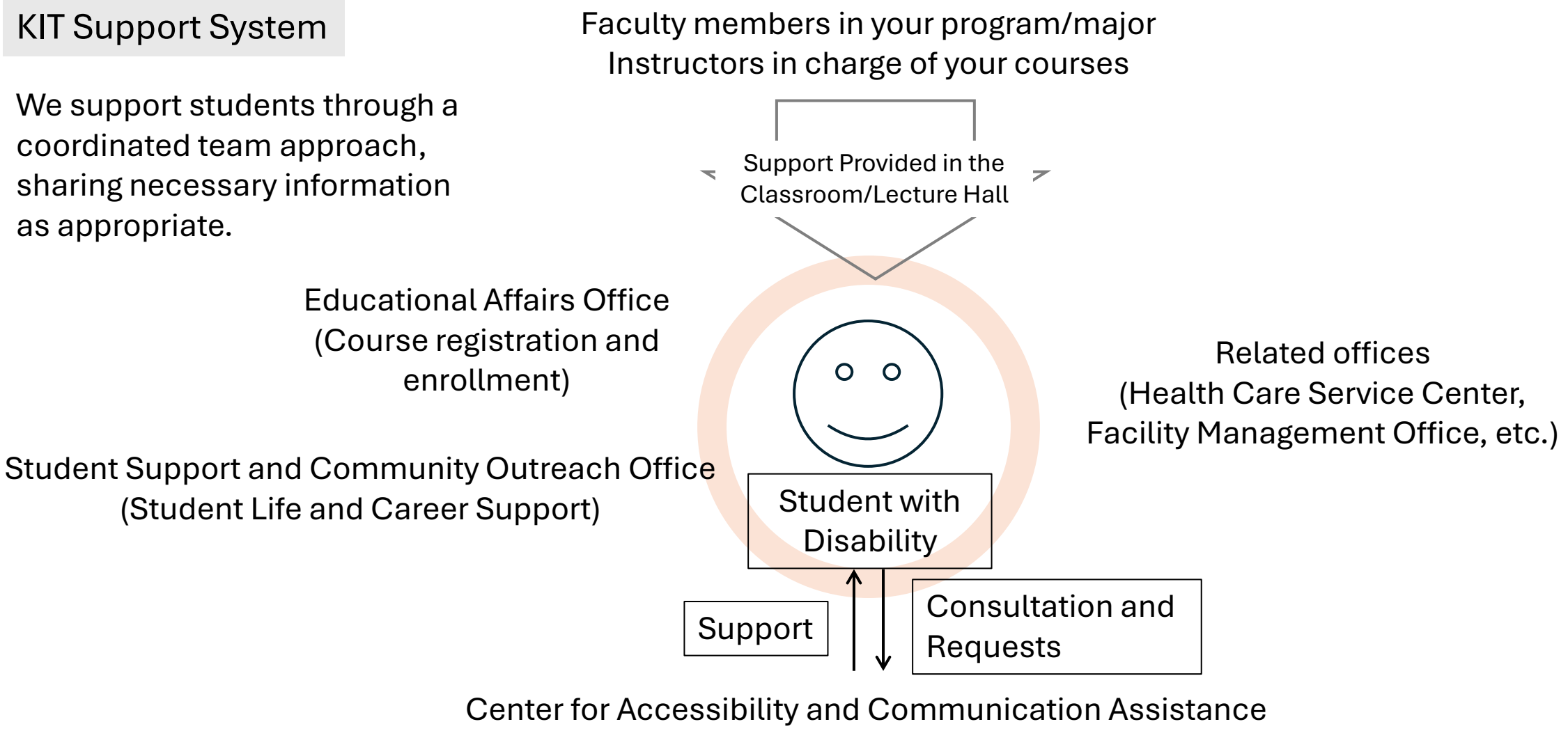
Support Example ②

Student B – Chronic physical illness

· Consideration of absences due to medical appointments
· Provision of class materials when absent
· Access to a designated rest and recovery area when experiencing poor health

KIT Support System

We support students through a coordinated team approach, sharing necessary information as appropriate.



Other Support for Students with Disabilities

Peer Support Activities

- Peer Tutor Program

Students at KIT provide support to fellow students (peers) who experience difficulties attending classes or studying due to disabilities or other conditions.

- Student Staff Activities

Student staff assist with the operation of the Center for Accessibility and Communication Assistance.

Employment Support

- Internship opportunities and job information are provided specifically for students with disabilities.
- Specialized job-hunting support (Contact: Student Support and Community Outreach Office)
- For students who experience difficulties with communication or building interpersonal relationships, support includes assistance with application document preparation, mock interviews, training in interpersonal workplace skills, and follow-up support to help them adjust and remain in employment.

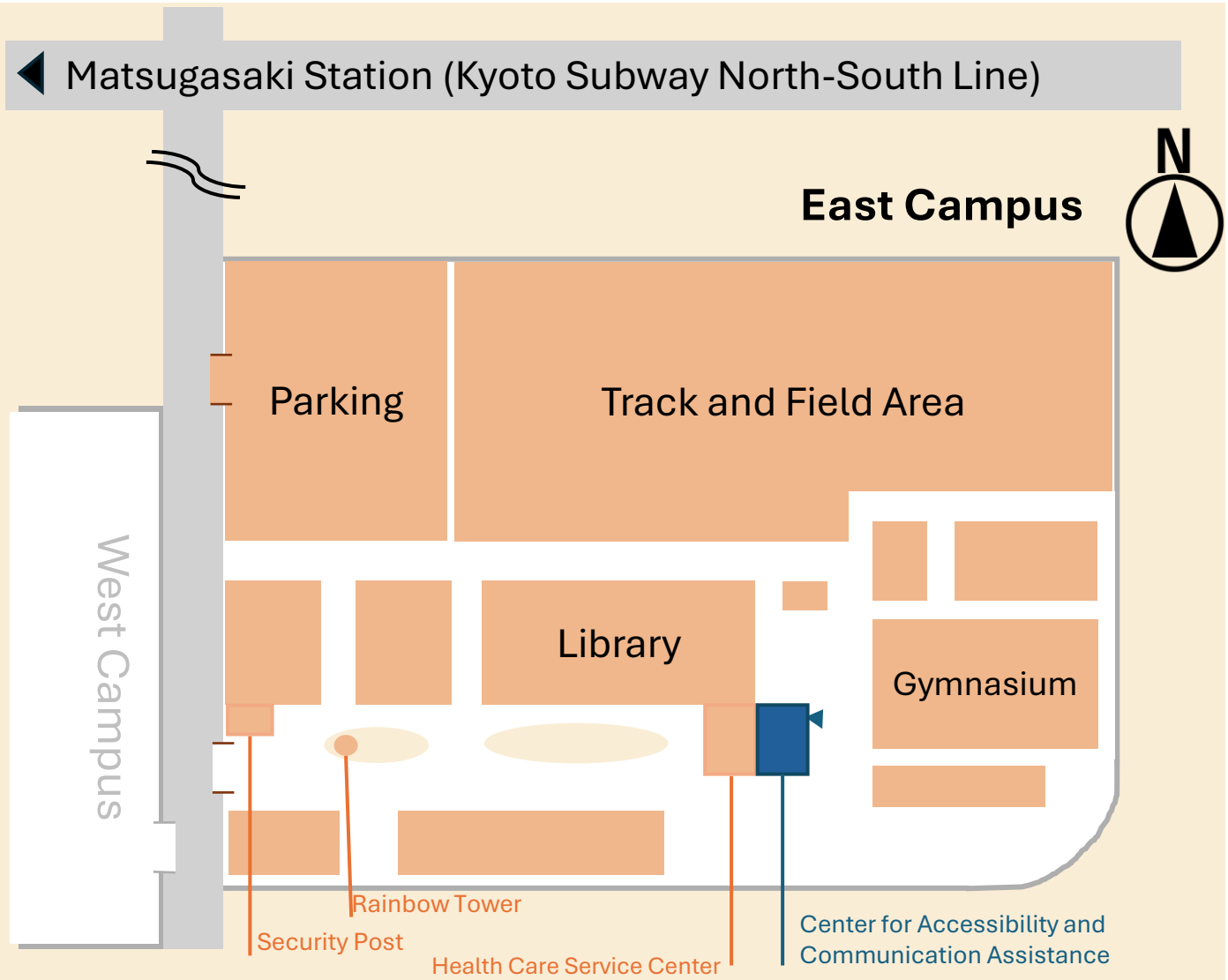
Education and Awareness Activities

- Orientation sessions for new students introducing the activities of the Center for Accessibility and Communication Assistance and support services for students with disabilities
- A lecture on disability support offered as part of the university-wide course "Introduction to Career Education."

Access and Office Information

<Office Hours>
Monday – Friday
9:00 am – 12:00 pm
1:00 pm – 5:00 pm

<Closed>
Saturdays, Sundays, and during public holidays, summer break and New Year holidays

<Contact>
Ph: 075 - 724 - 7145
Email: csr@jim.kit.ac.jp

- Consultations generally require an appointment.
- Appointments can be made by email or phone. You may also visit the office in person to schedule one.