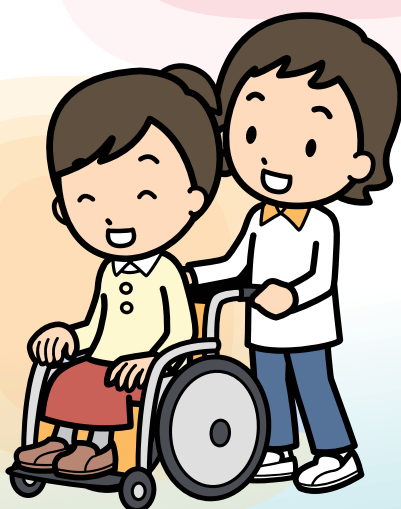
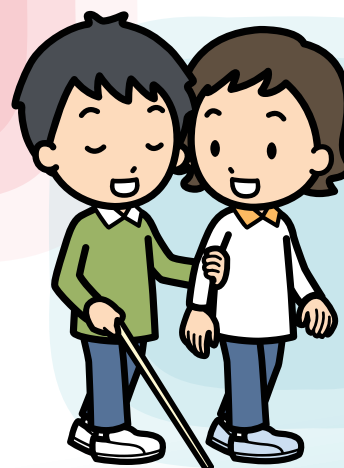


# Support for Students with Disabilities

## GUIDE BOOK



**RIKKYO UNIVERSITY**

Support Network for People with Disabilities (Students/Faculty/Staff)  
Students with Disabilities Support Office

# Rikkyo University Support Policy for Students with Disabilities

Rikkyo University aims to be an open university where all students are respected as irreplaceable individuals, and where everyone respects each other’s personalities and individuality, without being separated by the presence or absence of disabilities.

Rikkyo University provides reasonable accommodation for students with disabilities so that they can receive the same education as other students, and supports them so that they can have an active student life and look ahead to an independent life after graduation. Rikkyo University’s support for students with disabilities is an interactive experience in which those giving support and those receiving support both learn from each other.

In providing support for students with disabilities, we will improve the educational strength of the university as a whole and foster the ability of students, faculty, and staff to coexist.

December 2011  
Revised April 2021  
Rikkyo University

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# Rikkyo University Support for Students with Disabilities

In April 2016, the “Act for Eliminating Discrimination against Persons with Disabilities” was enacted. Under the act, the University, a business entity, is prohibited from unfairly discriminating based on disability and is obliged to provide reasonable accommodations\* to **remove** the social barrier.

\* “Reasonable accommodation” is defined in the “Convention on the Rights of Persons with Disabilities” as follows:

“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

A network for supporting students with disabilities was put in place at Rikkyo University in 1994, and we have been promoting university-wide support for students with disabilities ever since.

## University-wide support organization

The “Support Network for People with Disabilities (Students/Faculty/Staff)” was established to offer support throughout the entire university. In addition to the support provided in each department and administrative office, meetings are held three times a year to share and discuss matters related to support.

## Dedicated support offices

Students with Disabilities Support Offices have been established on both campuses, which serve as consultation desks.

The Students with Disabilities Support Offices employ coordinators specialized in offering support for students with physical, mental, and developmental disabilities, and welcome any students, faculty, or staff who require consultation. Depending on the details of the consultation, support may also be provided in cooperation with related departments.

## Training support staff students

We recruit and train support staff students to support students with disabilities. Approximately 60 students are active across both campuses.

## Emergency response

We have formulated emergency responses for students who are worried about or who would have difficulty with evacuating on their own in the event of electrical systems such as elevators and automatic doors shutting down. We also prepare individual disaster emergency manuals as needed.

## Programs, etc., related to disabilities

We hold lectures and courses related to disabilities, as well as programs for students with disabilities.

## Creating a barrier-free environment

We are making our campus barrier-free by installing elevators, ramps, and multipurpose toilets in our on-campus facilities, as well as wheelchair seats in our classrooms.

## Process from Consultation to Implementation

The Students with Disabilities Support Office accepts all kinds of consultations, whether it is for students with disabilities or students with learning difficulties. Depending on the details of the consultation, we may provide information or introduce the consultee to a professional contact, or provide support through cooperation with related faculty and staff on campus.

Consultations are available in the office, by phone, or by email.



A student wishing for consultation regarding a disability or learning difficulty contacts the Students with Disabilities Support Office.



A specialized coordinator for supporting students with physical, mental, or developmental disabilities meets with the student to ask them specifically about their difficulties and needs.



Students wishing to receive assistance submit an "application for support."



A concrete support plan is formulated from the perspective of providing reasonable accommodations at the "Student with Disabilities Support Council" by the departments, etc., involved with implementing the support.



The formulated support plan is explained to the student and finalized after obtaining the student's consent.



Support is started under the support plan.

Details regarding the support are adjusted as necessary according to the student's situation and societal changes.

## Considerations for Entrance Exams

For those who have special needs and require special considerations when taking the entrance exam, please contact the Admissions Office, prior to your application, by the deadline specified in the Entrance Exam Guidelines and submit an "Application for Considerations for Taking Exams" for the entrance exam.

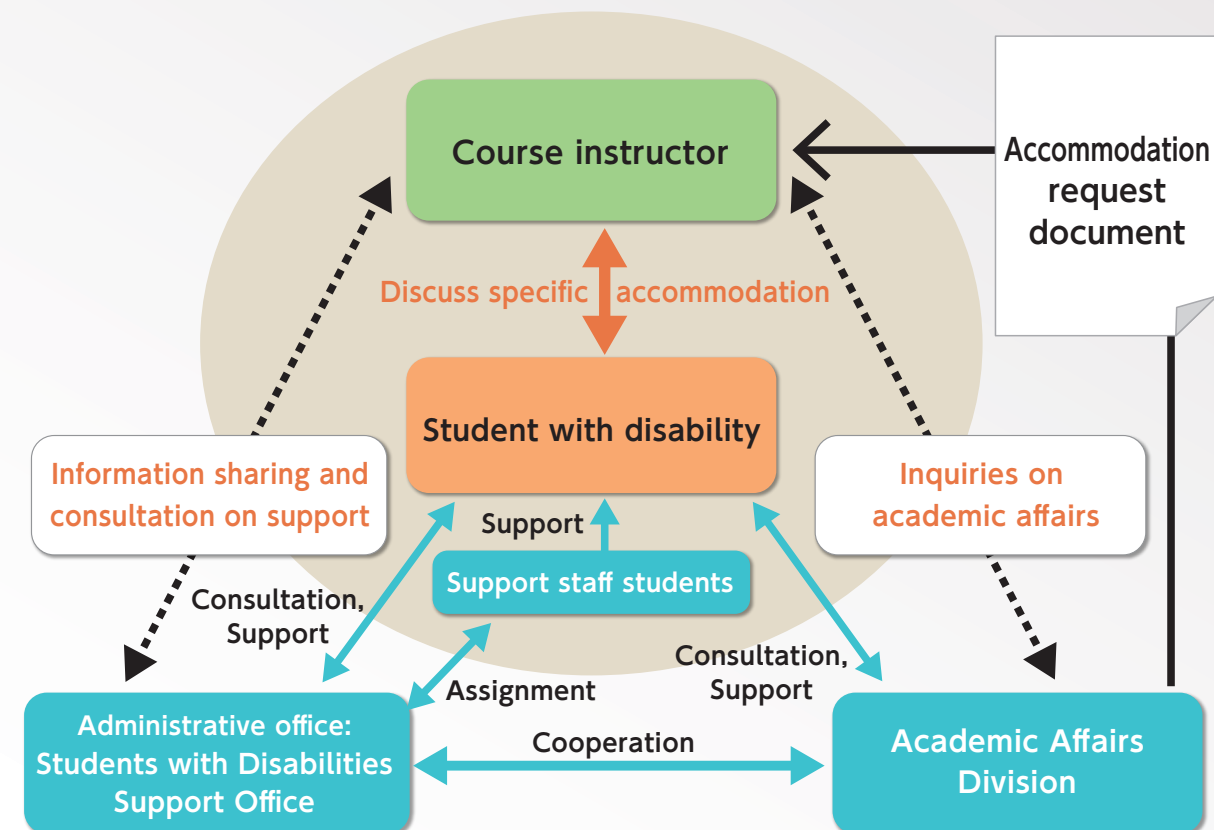
When deciding on the considerations for taking the exam, the college/graduate school/etc., discuss the academic issues and details of the support. The college, graduate school, Admissions Office, etc., may also meet with the applicant as needed. The details of the application form will be reviewed and the needs to be considered for the entrance exam will be decided upon according to the standards of the University. The applicant will be informed of the results of the decision in writing by the Admissions Office (or the College Administration Office in the case of graduate school or a third-year transfer).

For support regarding learning and campus life, students should consult with the Students with Disabilities Support Office as soon as possible once enrollment has been decided upon. For applicants who undergo these procedures and pass the entrance exam, when enrollment procedures are completed, the Admissions Office will contact the Rikkyo University Support Network for People with Disabilities (Students/Faculty/Staff) (refer to pp. 6-7) with regard to the new student.

### Example accommodations for exams

- Extensions of exam time
- Bringing in and using hearing aids
- Taking an exam in Braille
- Magnifying question and answer sheets

## Collaboration for Support





# Rikkyo University Support Network for People with Disabilities (Students/Faculty/Staff)

The purpose of this organization is to facilitate communication and coordination among related organizations within the University to mitigate inconveniences faced by students, faculty, and staff with disabilities regarding campus life or their duties.



## Members

Director of the Students with Disabilities Support Office / College dean appointed by the President / Dean of the Academic Affairs Division  
 Faculties in charge for each college, graduate school, etc. / Faculty specializing in developmental disabilities  
 Human Resources Division / Facilities Office / Office for Information and Communication Systems / Chapel Office / Health Center / Section of Service Learning, Student Volunteer, and Community Engagement / Academic Affairs Division / Library / Student Affairs Division / Career Center / Organization for Global Initiatives / Student Counseling Center  
 [Administrative office: Students with Disabilities Support Office]

## Classes and Final Exams

### Academic Affairs Office

If in-class considerations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

If it is anticipated that it will be difficult to take the final exam in accordance with the exam rules for the college, etc., the course belongs to, students may apply for accommodations for taking the exam (use of support equipment, extended exam time, etc.). If an application is submitted, the college, etc., the course belongs to will decide whether or not measures will be taken and what those measures will entail. For details regarding the application, please refer to the exam method announcement notice and the "Guide for Taking Final Exams" found in the R Guide and submit the application by the due date.

## Financial Support, Special Parking Permits

### Student Affairs Division

In addition to financial support such as the "Rikkyo University Undergraduate Autumn Students Scholarship" (applications accepted in early October), which is an economic support program for all students, the following scholarships are provided to encourage students with difficulties such as disabilities or injuries to study.

Name of Scholarship	Scholarship Amount	Who is Eligible	Application Period
<b>Persons with Disabilities Academic Merit Scholarship</b>	200,000 yen per year	- Students with a Grade 1 to Grade 3 physical disability - Students with a Grade 1 to Grade 3 Certificate of the Mentally Disabled - Refer to other application guidelines	June to September (spring semester) December to February (autumn semester)
<b>Rikkyo Gakuin Tetsuzo Takeda Chaplain Scholarship</b>	Varies depending on the academic year	- Undergraduate students in their third year or lower, first-year students of a graduate school or Master's program, students in the second year or lower of a Doctoral program - Students with a physical disability certificate	Around January

Additionally, if you have a disability and need to use a car to attend school, you are eligible to apply for a special parking permit. Permits are issued upon submitting a request.

## Using the Library

### Library

The libraries at the Ikebukuro and Niiza campuses are equipped with seats that allow the height of the desk to be adjusted electrically (wheelchair accessible), learning spaces where support devices such as magnifying readers can be set up, and book retrieval services for those who have difficulty taking books from the bookshelves. Primarily aimed at blind students, a text data service is also available for students who have difficulty reading books in their original format. Additionally, graduate students offer support with writing reports, essays, and other academic papers, and support may be offered in cooperation with the Students with Disabilities Support Office. Please consult with the service counter on each floor for use of these services.



## Career Path and Employment Advising Programs

### Career Center

Rikkyo provides personal advising services focusing on career paths and employment. If a student has a disability certificate, we can provide employment information in accordance with the Act on Employment Promotion etc. of Persons with Disabilities and also we encourage these students to make use of specialized external organizations\*. We also introduce internship programs that are actively recruiting students with disabilities.

Furthermore, we hold exclusive programs on campus for students with disabilities. These programs allow students to hear firsthand accounts regarding job searching activities within the framework of the employment of persons with disabilities and how graduates demonstrate their abilities at the workplace. Disability certificates are not required to attend.

### \* Specialized External Organizations

Tokyo Hello Work,  
 Hello Work for New Graduates (specialized support),  
 Web Sana, Clover Navi, etc.

## Information Equipment Support

### Media Center, Office for Information and Communication Systems

Rikkyo supports the use of speech recognition applications for students with hearing disabilities, and access to course materials and class support systems for students with visual disabilities.

## Psychological- and Counseling-based Support

### Student Counseling Center

We provide counseling and support for all aspects of campus life. At the Student Counseling Center, we help students tackle and solve problems in their own way regarding any problems or concerns they may have related to relationships, studies, career paths, etc.

We also offer hands-on training programs to help students gain a better understanding of themselves and develop better relationships.

## Health and Wellness Support

### Health Center

School doctors and public health nurses provide health and wellness counseling so that students can enjoy college life with peace of mind. When necessary, we coordinate with attending physicians and related departments.

Upon consultation, personalized care may also be provided.

## Support for Student Exchange Program

### Organization for Global Initiatives

## Cooperation with Support Activities and Provision of Volunteer Information

### Volunteer Center, Section of Service Learning, Student Volunteer, and Community Engagement

## Improvement of Facilities and the Environment, Creation of Barrier-free Maps

### Facilities Office

## Promoting Understanding of Disabilities among Faculty and Staff

### Human Resources Division

## Promoting Understanding of Disabilities within the University

### Chapel Office



# Considerations for Students with Disabilities

## Hearing Disabilities

### What are hearing disabilities?

Hearing disabilities are conditions in which someone has difficulty hearing sounds or words spoken around them. Depending on the degree of the disability, it can be roughly divided into “deafness” and “hard of hearing,” but the state of hearing varies from person to person.

- ◆ “Deafness” refers to when a person can barely hear everyday sounds and has difficulty understanding spoken language without visual cues such as sign language or letters.
- ◆ “Hard of hearing” refers to when a person can hear words to some extent thanks to the use of a hearing aid or cochlear implant (However, the sound may not only be quiet but also distorted or choppy, and some people may not hear clearly even if the sound is amplified with a hearing aid).

### Difficulties faced by students with hearing disabilities

While it depends on the degree of hearing, the biggest learning-related difficulty is that a student may not be able to understand what instructors or other students are saying in class. It may be difficult to grasp the details of a topic, or the student may mishear or completely miss something. In settings such as seminars and group discussions, it is often difficult to identify the speaker or to listen to the content of the conversation, making it difficult to participate or speak in the discussion. With regard to exams, assignments, schedule changes, etc., when information, instructions, or explanations are

given vocally, the information may not be communicated properly.

For persons who are hard of hearing, there are times when it is easy to hear and times when it is difficult to hear depending on the scene, voice quality, and speaking style. It may be difficult for those around them to understand their state of hearing, and the person may not know how to convey it.

### Major support for classes

If in-class considerations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

The following support is provided by the Students with Disabilities Support Office and support staff students.

#### (1) Note-taking (support staff students)

Lecture content and details regarding the location (such as information on what could be heard in the classroom) are written down and given to the student.

#### (2) Speech recognition app (support staff students)

App accounts are provided to students with disabilities. Depending on the class, support staff students may correct recognized characters on a computer.

#### (3) Transcriptions of video course materials

Text and provide transcriptions of video course materials without subtitles.

#### (4) Arranging for sign language interpreters

For some classes that are judged to be suitable for sign language interpretation, a sign language interpreter may be dispatched.

#### (5) Lending support equipment

Devices related to speech recognition apps, writing tools, etc., may be loaned out as needed.

## Visual Disabilities

### What are visual disabilities?

Visual disabilities are conditions in which a person has difficulty seeing or cannot see at all due to insufficiencies in visual functions such as visual acuity or their field of vision. Depending on the degree of the disability, it can be roughly divided into “blindness” and “weak eyesight,” but the state of vision varies from person to person.

- ◆ “Blindness” refers to when a person can obtain little or no visual information. Since it is difficult to read and write printed characters(\*), many people use Braille for reading and writing. This can be done with portable Braille terminals and software such as a screen reader that reads the screen aloud.
- ◆ The state of vision and considerations for “weak eyesight” differ greatly depending on the circumstances of the disability. Information is accessed by using a magnifying glass or magnifying reader, enlarging prints, enlarging the computer or tablet screen, using software to change the color scheme, etc. If this is difficult, a screen reader may be used instead. Many people do not use a white cane when walking, and so at first glance, it may be difficult to notice that they have poor eyesight.

(\*) Printed characters: Visually printed and handwritten characters, as opposed to Braille.

### Difficulties faced by students with visual disabilities

While it depends on the degree of eyesight, the biggest learning-related difficulty is that it is difficult to read printed characters in projected materials, on the board, and in textbooks,

reference books, and handouts. It is difficult or outright impossible for a student to listen to the lecture while looking at materials during class. Additionally, when submitting a report, reaction paper, etc., during class, it is often difficult for them to write on their own.

### Major support for classes

If in-class accommodations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

The following support is provided by the Students with Disabilities Support Office and support staff students.

#### (1) Voice guides (support staff students)

A support staff student will be present in classes together with the visually impaired student to support by describing what is written on the board, explaining visual course materials such as videos and PowerPoint, and writing submissions on their behalf.

#### (2) Mobility support (support staff students)

Support for moving between classrooms during breaks.

#### (3) PDF conversion of course materials, text data conversion, 3D copies, Braille translations

- Scanning materials and providing PDF data for students who use screen magnification.
- Converting textbooks and other materials into text data.
- Creating three-dimensional copies of diagrams, etc.
- For some subjects such as languages, translating course materials into Braille.

#### (4) Lending support equipment

Computers or other devices with a magnifying reader or screen reader can be loaned out as needed.



## Physical Disabilities

### What are physical disabilities?

Physical disabilities are conditions in which the body's motion-related organs have been damaged due to illness or injury, making it difficult to walk, write, or perform other everyday activities. The degree of physical disability varies from person to person. People who have severe disabilities due to neuromuscular diseases or other diseases may have difficulty breathing, eating, controlling their body temperature, etc. The degree of disability varies, from those who need a cane or a wheelchair to those who need assistance with many everyday activities.

### Difficulties faced by students with physical disabilities

While it depends on the degree of the disability, the biggest learning-related difficulty is that there are various constraints with regard to traveling and moving.

#### (1) Mobility constraints

Students with disabilities affecting the lower half of their body take longer to move from place to place. It may be difficult to move to the next classroom during breaks due to the use of elevators, steps, slopes, etc.

#### (2) Movement constraints

- When a disability affects the upper body, activities such as writing on paper, turning a page, or using a computer can often be difficult.
- A disability affecting the upper body can make carrying objects, opening and closing doors, and pressing elevator buttons difficult.

#### (3) Life and health management constraints

- When a disability affects the upper body, activities such as eating, drinking, putting on or

taking off clothes, or using an umbrella may be difficult.

- Assistance may be needed when using the bathroom.
- It may be difficult to go to school.

### Major support for classes

If in-class accommodations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

The following support is provided by the Students with Disabilities Support Office and support staff students.

#### (1) Mobility support (support staff students)

Support for moving between classrooms during breaks and getting belongings in and out as necessary. Wheelchair-friendly desks are prepared in the classroom.

#### (2) Note-taking (support staff students)

If a student has a disability affecting their upper body, a support staff student can sit with them in class and help them take notes.

#### (3) PDF conversion of course materials

Course materials will be converted to PDF as necessary.

#### (4) Support equipment

Dedicated tables, transfer stools in multipurpose restrooms, etc., are available as needed.

#### (5) Environmental adjustments to classrooms, etc.

If it is difficult for a designated classroom to be used due to a disability, the classroom will be changed as necessary. Classroom environments can be adjusted based on the course.



## Internal Disabilities

### What are internal disabilities?

The Act on Welfare of Physically Disabled Persons defines cardiac dysfunction, kidney dysfunction, respiratory dysfunction, bladder or rectal dysfunction, small intestine dysfunction, immune dysfunction caused by the human immunodeficiency virus, and liver dysfunction as internal disabilities. However, in addition to the above, disabilities caused by physical disorders may be permanent and severely restrict social life, home life, or even daily life if they become severe enough.

### Difficulties faced by students with internal disabilities

Those suffering from a disability are indistinguishable from other students unless they make their disability known. Additionally, the student may feel lonely or isolated, as there might not be anyone in the same situation around them, especially if campus life becomes difficult due to poor physical condition or various restrictions.

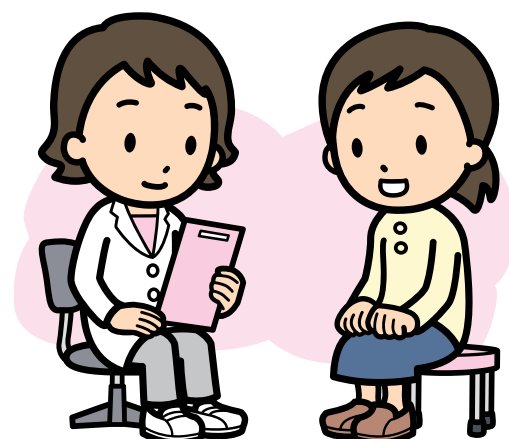
### Major support for classes

If in-class accommodations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

The following are just a few examples of support offered. Rikkyo will flexibly respond to the needs of individual students.

### Environmental adjustments to classrooms, etc.

If it is difficult for a designated classroom to be used due to a disability, the classroom will be changed as necessary. Classroom environments can be adjusted based on the course.



## Developmental Disabilities

### What are developmental disabilities?

Developmental disabilities are disabilities affecting the central nervous system, causing biases and difficulties related to communication, social skills, attention, memory, work skills, etc., as well as causing difficulties related to learning and living. Additionally, not a few students who have multiple developmental disabilities or mental disorders as secondary disorders.

Typical developmental disabilities include autism spectrum disorder (ASD), attention-deficit hyperactivity disorder (ADHD), and specific learning disorder (SLD).

### Difficulties faced by students with developmental disabilities

The difficulties faced by students with developmental disabilities vary greatly. Even if two people are given the same medical diagnosis, the difficulty varies greatly for each individual depending on the person's nature, previous experiences, current circumstances, etc.

#### (1) Lecture-based courses

- ◆ Difficulty concentrating and listening in class
- ◆ Difficulty figuring out what's important
- ◆ Difficulty taking notes or organizing materials
- ◆ Poor time management, causing lateness or absences
- ◆ Difficulty submitting assignments by the due date
- ◆ Difficulty writing reaction papers
- ◆ Difficulty making a presentation in public

#### (2) Group work

- ◆ Difficulty participating in group work or in responding appropriately
- ◆ Difficulty working on assignments in group

### Major support for classes

If in-class accommodations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

The following are just a few examples of support offered. Rikkyo will flexibly respond to the needs of individual students.

#### (1) Face-to-face meeting

Discuss how classes are conducted, campus life, how to deal with issues, etc., working together to think about how to deal with problems.

#### (2) Course registration support

Students who have difficulty completing a course plan can consult with faculty and staff for their college or the Academic Affairs Division. Rikkyo also supports the selection of classes and the creation of timetables that fit with the student's interests and their characteristics, such as being good at written exams but not reports.

#### (3) Schedule management

Together with the student, we create a schedule for tackling issues such as exams and reports, regularly monitoring their progress.

#### (4) Learning advisors

We support students who have difficulty creating reports by working with the library's learning advisors.



## Mental Disorders

### What are mental disorders?

Mental disorders are those conditions in which mental and physical faculties do not function well due to a mental disorder, interfering with daily life and social activities.

Typical mental disorders include schizophrenia, mood disorders, and anxiety disorders.

### Difficulties faced by students with mental disorders

Mental disorders are difficult to spot visually, and the manifestation of the difficulty depends on the environment and the condition of the person. For this reason, each case is highly individualized, and even the same person is subject to change over time.

#### (1) Lecture-based courses

- ◆ Frequently late or absent
- ◆ Unable to maintain concentration and frequently fail to hear
- ◆ May leave the classroom during class

#### (2) Group work

- ◆ May become unable to attend due to increased anxiety and tension
- ◆ Inability to express an opinion
- ◆ Unable to make a presentation in public

### Major support for classes

If in-class accommodations are required and the student desires it, it is possible to request that the instructor in charge of the class offer individual accommodations for the student.

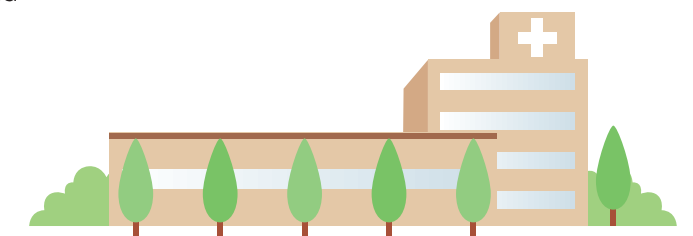
The following are just a few examples of support offered. Rikkyo will flexibly respond to the needs of individual students.

#### (1) Face-to-face meeting

Discuss how classes are conducted, campus life, how to deal with issues, etc., working together to think about how to deal with problems.

#### (2) Cooperation with the Student Counseling Center and medical institutions

With the permission of the student and only when it is necessary to support them with their studies, we cooperate with institutions both on and off campus.





# Everyday Support

## — What We Can Do

### Hearing disabilities

#### ● Use visual information to communicate

There are many ways to communicate with hearing-impaired students, including sign language, written communication, and silent mouthing. People generally tend to think of sign language, but some students with hearing disabilities mainly use a method such as written communication instead of sign language.

Strive to actively communicate using visual information such as writing. There are many ways to communicate even if you don't have a writing instrument at hand, such as by using text input on your smartphone.

#### ● Ingenuity is required in meetings, etc.

When more than one person speaks at the same time, it is particularly difficult for students with hearing disabilities to understand what is being said and who is speaking. It is also important to call attention to yourself visually before you speak, such as by raising your hand. Make sure to speak slowly and clearly so that your message can be understood.

### Visual disabilities

#### ● Take the initiative in greeting others

When greeting a student with a visual disability, make sure to speak both their name and your own. For example, "Good morning XX, this is YY." When hearing a simple greeting such as "Hello," the student may not know who is speaking or who the greeting is directed toward, and won't be sure if they should respond. Take the initiative to talk to them.

#### ● Use words to describe the situation

Students with visual disabilities may feel inconvenienced because they do not know what is going on. Talk about the situation as much as possible. They can participate in discussions and conversations smoothly by the others' explaining the overall situation (attendees' appearances, what materials are present, etc.).

#### ● If you see someone having difficulty

If you see a visually impaired student who seems lost, ask if they need any help, take the initiative in helping them get to their destination, etc. If the person has a white cane, they can walk half a step behind you, holding their cane in one hand and holding your arm with their other hand.

### Physical disabilities

#### ● Be mindful of using elevators and multipurpose toilets

Many students who have difficulty walking use elevators. If you are considering riding in a crowded elevator and notice a student using a wheelchair or cane, or a student that simply has difficulty walking, try giving up your spot instead. Additionally, some students can only use a multipurpose toilet, so please be considerate.

#### ● If you see someone having difficulty

If you see a student with a physical disability having trouble, ask if they need help and offer what support you can. Some students using wheelchairs or canes may have difficulty traversing steps or slopes. You can also help students through simple actions such as opening and closing doors for them, picking up any items they may drop.

### Internal disabilities

Due to being inside the body, it tends to be difficult to notice if someone has an internal disability. Some may lack physical resilience and tire or weaken easily, so you can lighten any physical burden they have, such as by carrying heavy things for them. Additionally, be careful not to infect them with a cold or other infectious diseases, as many people have a weakened immune system.

### Developmental disabilities and mental disorders

Students with developmental disabilities often have difficulty explaining their difficulties to others in an easy-to-understand way, which can lead to inappropriate behavior and trouble with those around them. Despite a lack of intention, it is also not uncommon for communication difficulties to cause them emotional suffering, or they may feel isolated from others due to an inability to converse well.

Students with mental disorders may not be able to speak well due to psychological factors or may have behavioral issues, which may cause them to be perceived as acting unnatural by others. It is sometimes difficult to understand their feelings because they may not be good at expressing themselves or may not show much emotion.

It tends to be difficult to notice if someone has developmental disabilities or mental disorders even when they are just in front of you. Even if you feel as though something is wrong with someone's words, conduct, or behavior, try thinking, "Maybe they have their own reasons."

# Support Staff Students

Rikkyo University is proud to have “support staff students” active on both of our campuses. These students spend time with students with disabilities, offering them support with their classes, etc. These students are compensated for their class-related support activities.

## Main activities

- Mobility support** Assist students in wheelchairs and those with visual disabilities to get to classrooms, and help with preparations such as storing and taking out their belongings as necessary.
- Voice guides** Attend classes with visually impaired students, explaining any visual course materials, reading handouts and what is on the board to them, etc.
- Note-taking** Attend classes with hearing-impaired students, using text to explain lecture content and describe the situation in the classroom to them (what is happening in the classroom, etc.). When using a speech recognition app, the support student corrects mistakes in the app using a computer, takes notes, etc.
- Conversion to text data** Computers are used to convert course materials into text data for students with visual disabilities.
- Transcription** Create audio data from video course materials used in hearing-impaired students’ classes.
- Note-taking** Attend classes with students who have difficulty writing, helping to take notes.



## Flow of support activities

### 1 Support staff registration

Receive an explanation from the Students with Disabilities Support Office and submit a support staff registration form.

### 2 Schedule submission

Submit your class schedule at the beginning of the semester. Activities can be undertaken when not in class.

### 3 Support coordination

The Students with Disabilities Support Office makes adjustments based on the timetables of the support staff students and the students requesting support, the contents of classes, etc.

### 4 Part-time worker registration

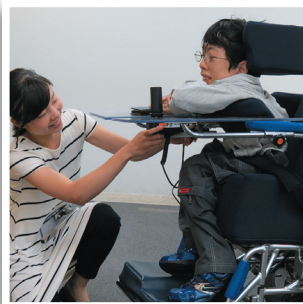
If you decide to undertake support activities, go through the part-time worker registration procedure.

### 5 Start of support activities

For those who are undertaking these activities for the first time, we explain the details of the support activities before starting, and training seminars will be held as necessary. If you have any questions or concerns regarding support, please feel free to contact the Students with Disabilities Support Office.

### 6 Review meeting

Students receiving support and support staff students meet at the end of each semester for a review meeting to think about how better support can be offered and relationships strengthened.



## Various Programs

Rikkyo University offers programs to help others understand and support those with disabilities, as well as programs targeted toward students with disabilities.

The details of each program are announced on Rikkyo Jikan, etc.



### Programs for Students, Faculty, and Staff

#### Practical barrier-free lectures

- **Organizer:** Students with Disabilities Support Office
- **Time:** May to November, Saturday afternoon
- **Location:** Ikebukuro and Niiza Campuses
- **Contents:** Learn key points regarding assistance and communication by listening to the stories and experiences of those with hearing, visual, physical, and developmental disabilities.

#### Lecture Held by the Students with Disabilities Support Office

- **Organizer:** Students with Disabilities Support Office
- **Time:** Held annually at an undecided time, Saturday afternoon
- **Location:** Ikebukuro or Niiza Campus
- **Contents:** A lecture that invites those with disabilities who are active in society. It is held with barrier-free and information accessibility is guaranteed so that those with disabilities can participate.

#### Barrier-free movie screening

- **Organizer:** Volunteer Center in cooperation with student supporters
- **Time:** Once a year, Fall semester
- **Location:** Niiza Campus
- **Contents:** A movie screening that provides an environment where everyone can enjoy themselves regardless of whether they have a disability. The Volunteer Center and student supporters work on creating Braille brochures, as well as providing sign language interpreters, character interpreters, voice guides, etc. while considering the meaning of barrier-free.



### Programs for Students with Disabilities

#### Job search guidance for students with disabilities

- **Organizer:** Career Center
- **Time:** Once a year
- **Location:** Ikebukuro Campus
- **Contents:** External lecturers explain differences between general quota and quota for those with disabilities and the key points for job-hunting with the disabled quota.

#### Study tour (Visit to a company)

- **Organizer:** Career Center and Students with Disabilities Support Office
- **Time:** Once a year
- **Location:** Tokyo-based company
- **Contents:** We visit companies that actively promote the employment of those with disabilities, learn about the company's employment policy, tour facilities and workplaces, hold meetings with employees with disabilities, etc.

#### Meeting of alumni and prospective employees

- **Organizer:** Career Center and Students with Disabilities Support Office
- **Time:** Once a year
- **Location:** Ikebukuro Campus
- **Contents:** A get-together with university alumni and students who have recently accepted job offers.

## Points to Consider When Organizing Lectures, etc.

Students with disabilities participate not only in classes but also in various programs on campus.

Members of the general public who have a disability may also participate in public lectures and various events.

Please consider the following points when planning and carrying out an event, etc.

### For those with visual disabilities

- Provide projected materials and handouts in advance in a format that the person can read (e.g. digitization, magnified size).
- When explaining what is on the board or projected materials, do so concretely in words.
- Check if they need assistance getting around the campus.

### For those with hearing disabilities

- Be prepared to provide keywords and key points as visual information.
- Make sure not to speak too fast and try not to have multiple people speaking at the same time.
- Prepare so that access to information is guaranteed (e.g. speech recognition apps).

### For those with physical disabilities

- Check access to the venue (e.g. elevators).
- Ensure there is sufficient space in the venue.
- If they are going to be on stage, prepare a way for them to get onto the platform (e.g. a ramp).
- Check the location of multipurpose toilets.





## Rikkyo University Students with Disabilities Support Office

Email: [sien@rikkyo.ac.jp](mailto:sien@rikkyo.ac.jp)

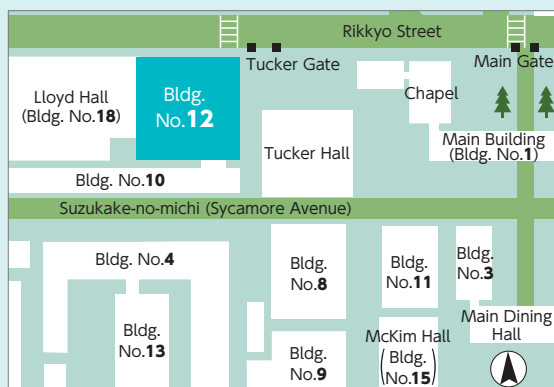
Opening hours: 9:00 to 17:00, Monday through Friday

\* Information about opening hours during vacation will be provided separately.

### Ikebukuro Campus

[1st floor, Building No. 12]

3-34-1, Nishi-Ikebukuro, Toshima-ku, Tokyo 171-8501, Japan  
Tel: 03-3985-4818 Fax: 03-3985-4821



### Niiza Campus

[2nd floor, Building No. 7]

1-2-26, Kitano, Niiza-shi, Saitama 352-8558, Japan  
Tel: 048-471-7072 Fax: 048-471-7312

