(Appendix)

Notes on Nihon University's Basic Policy on Support for Students with Disabilities

The Notes on Nihon University's Basic Policy on Support for Students with Disabilities stipulated in "5. Prohibition of unfair discriminatory treatment" and "6. Provision of reasonable accommodation" are as follows.

1. Examples of cases related to unfair discriminatory treatment (Related to "5. Prohibition of unfair discriminatory treatment")

As stated in "3. The University's basic philosophy concerning unfair discriminatory treatment based on disability and reasonable accommodation" in Nihon University's Basic Policy on Support for Students with Disabilities, whether or not an action is considered to be unfair discriminatory treatment is determined on a case-by-case basis. The following shows examples of (i) cases considered to be unfair discriminatory treatment without justifiable reasons, and (ii) cases not considered to be unfair discriminatory treatment with justifiable reasons.

Please note that the cases described here are just examples, and there are other types of unfair discriminatory treatment. Also bear in mind that even in cases not considered to be unfair discriminatory treatment with justifiable reasons, separate considerations should be made when reasonable accommodation is required.

(1-1 Examples of cases considered to be unfair discriminatory treatment without justifiable reasons)

- Refusing to allow students to take an entrance examination because they have a disability
- Refusing to allow students to enroll at the University because they have a disability
- Refusing to allow students to attend a class because they have a disability
- Refusing to provide students with research guidance because they have a disability
- Refusing to allow students to participate in a practice session, training or fieldwork, etc., because they have a disability
- Not serving students with disabilities in order of arrival at administrative counters, etc., because they have a disability
- Refusing to allow students to attend a ceremony, event, information session or symposium because they have a disability
- Refusing to provide students with dormitory accommodation because they have a disability
- Refusing to allow students to use a service or facility, etc., because they have a disability
- Refusing to allow students with disabilities to attend a class or training, take a course or practice session, etc., because information accessibility measures, such as a sign language interpreter or note-taking/PC note-taking service cannot be provided
- Evaluating students differently in examinations, etc., because they received reasonable accommodation
- Refusing to allow students with disabilities to use, or restricting their use of, facilities within the University with no exceptions or based on vague safety issues, without considering the type or severity of their disability or the safety of the student or a third party when a service is being provided

(1-2 Examples of cases not considered to be unfair discriminatory treatment with justifiable reasons)

- When a specific risk to students with disabilities is anticipated during necessary activities in a practice session, such as using allergenic materials, providing them with alternative non-allergenic materials and asking them to carry out the practice session in a different room.

2. Examples of cases related to reasonable accommodation (Related to "6. Provision of reasonable accommodation")

"Reasonable accommodation" means measures implemented on a case-by-case basis for individual

students with disabilities in line with their needs. Such accommodation is based on improvements made in advance to the University environment, expecting that many students with disabilities will use its facilities. Examples include making buildings "barrier-free," allocating necessary personnel, and enhancing information accessibility. As stated in Section 3-(2) "Reasonable accommodation," the content of the reasonable accommodation is diverse and highly individualistic — it differs according to the situations of each student with disabilities, such as the characteristics of the disability and need to remove social barriers. It is therefore necessary to flexibly implement measures and methods for removing social barriers within the required and reasonable scope, and based on the current situation of the student with disabilities in question. Examples of these are provided below.

Please note that the cases described here are just examples, and there are other cases of reasonable accommodation. Also bear in mind that the need for reasonable accommodation must be determined on a case-by-case basis.

(2-1 Examples of consideration given to the physical environment that can be regarded as reasonable accommodation)

- For wheelchair users, providing assistance for wheeling (operating the wheelchair on the back wheels with the front wheels raised) and placing portable ramps over stairs
- Improving facilities and equipment in libraries, PC rooms, and laboratories/practice session rooms so that students with disabilities can use them in the same way as other students
- For students with mobility issues, securing a parking space close to classrooms that the students use regularly
- Taking down books or pamphlets placed on high shelves and handing them to students, and telling them where books or pamphlets are located in an easy-to-understand way
- For students who needs to leave their seat frequently during classes due to the characteristics of their disability, securing a seat for the student near the classroom door
- Relocating classes to accessible rooms when students with mobility issues are present
- When students with disabilities that cause them to tire easily ask to rest in another room, trying to secure a room where they can rest, and placing a couch in the classroom to create a temporary rest space when a room for resting cannot be secured
- When students with visual impairments ask to be guided to a private restroom, guiding them as requested; if faculty and staff members of the same sex are available, they should respond according to the wishes of the student.

(2-2 Examples of consideration given to communication that can be regarded as reasonable accommodation)

- Providing information accessibility measures, such as a sign language interpreter, note-taking/PC note-taking services, or hearing aids in various situations including classes, practice sessions, training and events
- Providing necessary communication accommodations for students who have difficulty hearing, comprehending, vocalizing, or speaking
- To ensure that students can access printed materials such as syllabi and textbooks/materials, providing electronic format files and braille/large-print materials
- For classes attended by students with hearing difficulties, using videos and other audiovisual aids with subtitles
- Providing students with materials to be used by faculty during class in advance so students have enough time to read through them before class/or changing the format so the materials are easy to read
- When carrying out administrative procedures, asking faculty and staff members or supporting students to fill out the required documents for students with disabilities
- In the case of students with disabilities who primarily rely on visual communication or information, using characters and illustrations, etc., to visually show and explain instructions during classes or during administrative procedures/application procedures
- When it is difficult to convey indirect or abstract expressions to a student, using more direct or logical expressions to make explanations

- When it is difficult for students with disabilities to join in class discussions, making it easier for them to speak up, and letting them share their opinions in writing
- For university entrance and regular examinations, giving instructions and explaining points to note both verbally and as visual information written on paper or on the blackboard

(2-3 Examples of flexible changes to rules and customs)

- For university entrance and regular examinations, extending the time permitted to complete examinations in accordance with the characteristics of individual students' disabilities, allowing students to sit the examination in another room, use support devices, or use braille/large print, and allowing the adjustment of break times
- In achievement evaluations, considering flexible evaluation methods within a scope that does not impair fairness according to the University's educational objectives
- For facilities, etc., that prohibit entry by outside persons, allowing entry of students' caregivers
- For university events, lectures, seminars and training, allowing students to take rest breaks when needed and extending rest breaks
- In consideration of students with mobility issues, moving the location of passenger pick-up/drop-off zones so that they are close to classroom entrances
- Allowing teaching practice or other off-campus practices to be done at institutions where reasonable accommodation can be provided.
- For teaching practice and practical classes such as ward training, conducting facility tours in advance and providing manuals that are more detailed than usual
- For students who have difficulty with listening comprehension in foreign languages, substituting classes where listening comprehension is compulsory with another form of class
- In experiments/practice sessions, specially assigning a teaching assistant, etc., when assistance with instructions or tasks is necessary due to the characteristics of the students' disabilities
- Allowing students to record classes using IC recorders, etc.
- Allowing students who have difficulty taking notes in class to take photographs of the blackboard
- For students who have difficulty performing certain tasks due to involuntary movements, etc., assigning faculty and staff members or support students to assist them with performing the tasks
- Allowing students with sensory hypersensitivity, etc., to wear sunglasses, earmuffs, or noise-cancelling earphones, etc.
- Extending deadlines for students who are unlikely to meet deadlines for reports due to poor health
- In classrooms, securing seats for students with disabilities near the teacher or blackboard/screen, etc.
- Ensuring that students with functional disabilities can register for classes that are less affected by their disabilities, particularly in elective subjects that may be subject to enrollment restrictions
- During the period immediately after enrollment at the University, when there are many orientation meetings for students to attend, checking required documents and schedules with students individually
- For students who will have a blank period in their studies due to medical treatment, etc., devising methods to ensure learning opportunities, such as providing learning activities that utilize ICT and/or supplementary classes
- Allowing caregivers to attend classes alongside students when necessary, even if caregivers are not enrolled in the class
- If requested by students with visual or physical disabilities, allowing paperwork for procedures at administration offices to be completed on their behalf by their accompanying caregiver

In addition, examples of (i) cases deemed to be in breach of duty to provide reasonable accommodation and (ii) cases not deemed to be in breach of duty to provide reasonable accommodation are provided below. Please note that the cases described here are just examples, and whether or not an action can be deemed to be in breach of duty to provide reasonable accommodation must be determined on a case-by-case basis.

(2-4 Examples of cases deemed to be in breach of duty to provide reasonable accommodation)

- When a student requests to use digital devices in an entrance or regular examination because they have difficulty writing, refusing to make necessary adjustments and responses without exception just because there is no precedent for allowing students to bring digital equipment into examinations
- In classes where seating is not assigned, when a student with poor eyesight submits a request to sit in a seat where they can see the screen or blackboard well during classes, refusing to accommodate the request without considering the possibility of securing a seat for the student in advance because no exceptions for special treatment are allowed
- When students with visual impairment request the necessary assistance for moving around an event venue that does not have tactile paving (textured ground surface for guiding persons with visual impairment), not allowing them to attend or receive assistance without even considering the possibility of concrete support measures due to vague reasoning such as "If something happened, it would be a problem"
- When students wish to use the changing room with their caregiver, refusing to accommodate the request without considering alternative facilities such as an empty classroom because "There are no facilities"

(2-5 Examples of cases not deemed to be in breach of duty to provide reasonable accommodation)

- In classes that are only conducted online, when students request face-to-face individual instruction because it is difficult for them to understand the content in a group online setting: the University may, after considering alternative measures such as using subtitles or a speech-to-text system, refuse the request because it does not have the system or equipment for face-to-face individual instruction (from the perspective that such a request would lead to fundamental changes to the purpose, content and function of administration and operations)
- In libraries and other university facilities, when students with visual impairments request staff members to accompany and assist them during busy times: staff members may refuse the request and instead propose that, although staff members cannot accompany the student due to the busy conditions, they can prepare books and materials that the student tells them they need (from the perspective that such a request would impose an excessive burden (human and systematic restrictions))
- When students with developmental disorders request that credits they obtained in their strong subjects be approved as credits for their weak subjects (requesting a change to their graduation requirements for credit recognition): the University may refuse the request, explaining that changing graduation requirements and approving credits would lead to fundamental changes to the purpose, content and function of education in light of the University's diploma policy. The University may instead present support measures such as making improvements to the University environment for students' weak subjects and ways for them to attend classes (from the perspective that such a request would lead to fundamental changes to the purpose, content and function of administration and operations)

Furthermore, "environmental development" refers to measures to improve the University environment in advance for an unspecified large number of students with disabilities. On the other hand, "reasonable accommodation" refers to measures built on the environmental development according to the individual situations of specific students with disabilities , as long as implementing the measures does not create an excessive burden. Accordingly, the content of reasonable accommodation will differ depending on the status of the environmental development in each situation. The following are examples of cases related to the relationship between provision of reasonable accommodation and environmental development.

(2-6 Examples of cases related to the relationship between provision of reasonable accommodation and environmental development)

- In addition to faculty and staff members receiving on-campus training to promote the elimination of discrimination against students with disabilities (environmental development), faculty and staff members give consideration to individual students based on the status of their disability (reasonable accommodation)
- In addition to promoting the installation of elevators and other barrier-free measures (environmental

development), when students with physical disabilities require assistance conducting experiments in university laboratories, providing teaching assistants to help them (reasonable accommodation)

- To ensure a smooth response when students with disabilities request assistance in filling out application documents on their behalf, carrying out training in advance on appropriate methods for completing application documents on their behalf (environmental development); when such a request is received, checking students' intention and filling out the documents on their behalf based on the training content (reasonable accommodation)
- When students need to carry out application procedures online, if a student submits a request for assistance in carrying out the procedures because the website for application procedures is difficult for students with disabilities, providing support by telephone or email, depending on the request (reasonable accommodation), and improving the website so that students with disabilities do not suffer inconvenience when submitting applications online in the future (environmental development)
- In order to ensure information accessibility at lectures and other events, allocating sign language interpreters and/or displaying textural information on screens (environmental development), and designating seating in locations where the sign language interpreter and/or textural information displayed on screens is easy to see when requested (reasonable accommodation)