

Nihon University's Guidelines on Support for Students with Disabilities

In line with the Nihon University's Basic Policy on Support for Students with Disabilities, Nihon University will not discriminate against any student, pupil, child, preschool toddler or prospective student because of disabilities. The University will aim to provide the maximum possible support until graduation, including attempts to create consensus through constructive dialog with students with disabilities, and a selection of substitute measures, so they can study alongside students without disabilities on an equal basis.

1. Basic stance

All the faculty and staff members will positively approach the elimination of discrimination based on disability, and provide support so that both students with and without disabilities can learn together. Furthermore, the cooperation of students is vital for the effective support of students with disabilities. The University will create a system in which students without disabilities can play their part in this support positively and without undue burden.

2. Those eligible for support

Those eligible for support are individuals who face major restrictions in their daily and social life due to disabilities or social barriers, and have a disability passbook or evidence such as a medical certificate issued by a physician, or the University deems that support is necessary, and in principle those wishing to receive support.

3. Contents of support

Campus environments of Nihon University vary from one college and school to another and therefore there is a degree of difference in the types of support each can offer. However, the University will aim as much as possible to provide the same level of support.

(1) Consultation prior to applications for entrance examinations

If you may have a disability that could it difficult to take entrance examinations or continue your studies after admission to the University, please consult with the Admissions Staff of the Academic Affairs section of the relevant college or school prior to making any entrance examination applications. Through careful discussion among you, your parents or guardians and the University, the details of matters to be considered when taking examinations and classes after admission will be checked. In some case it may be difficult to provide the support hoped for due to the particular campus environment of the colleges or schools in question, but the University will do its best to remove any barriers to accepting students.

(2) Support for taking entrance examinations

Through consultation with the Admissions Staff of the Academic Affairs section of each college and school, according to the type of entrance examination and the state of the disability, the University will make every effort to provide support through separate examination rooms, extended examination completion time, distribution of examination papers and answer sheets in large print, and permission to bring and use magnifying glasses and visual assistance devices.

(3) Support after admission

A Student Support Section has been established in each college and school to serve as contact points for the support of students with disabilities. In addition, with regard to students who are struggling with anxieties about study at the University and school life, a Student Consultation Service Counter is

available for stress-free consultation.

Although the situations are different in each college or subject, the University strives to conduct the following forms of support to help students with disabilities as much as possible.

(i) Classroom Support

(a) Visual disabilities

Learning materials in large print, translation into braille of learning materials, face-to-face reading aloud, etc.

(b) Hearing disabilities

Written communication, speech-to-text interpreting, sign language, etc.

(c) Physical disabilities

Mobility assistance, speech-to-text interpreting, etc.

(d) Physical weakness, developmental disorders, mental disorders, intellectual disabilities

Permission to use photochromic spectacles and noise cancellers, communication to the faculty and staff members in charge about matters for consideration, consideration in seating arrangements during class.

(ii) Support for examinations

Creation of questions in alternative accessible formats, use of supportive equipment (PCs, magnifying glasses, hearing aids, etc.), extension of time permitted to complete examinations, switching of examination rooms to separate rooms, alternative evaluations through submission of reports, etc.

(iii) Job placement support

In cooperation with the Student Consultation Service Counter of each college and school, the Placement Service Section and the Academic Support Section (or the Student Affairs Division for colleges and Distance Learning Division that do not have a Placement Service Section) will provide job placement support.

(iv) Campus life support

In order that students with disabilities can participate in activities other than tuition and examinations as well as in extracurricular activities, etc., as much support as possible will be given according to the types of disabilities.

(4) Support flow

(i) Consultation

The Student Consultation Service Counter of each college and school provides consultation on difficulties faced by students with disabilities or those struggling with study.

(ii) Interviews

The Student Consultation Service Counter conducts interviews and considers together with students what sort of support is required. In addition, according to the wishes of students via the Student Support Section constructive dialog is conducted with the involvement of the faculty, the Academic Affairs Section, Student Affairs Section, Nurse's Office, and Placement Service Section.

(iii) Decision and notification of support content

The content of support is decided upon by the College/School Support Committee for Students with Disabilities of each college and school. Notification of support is provided to students with disabilities and the relevant faculty and staff members by the Student Support Section.

(iv) Monitoring

The Student Consultation Service Counter conducts regular interviews, and checks that support is being smoothly provided.

4. Facility and equipment support

The University will aim to create an environment in which students can learn together regardless of ability or disability, and will strive to improve its campuses.

5. Education for faculty/staff members and students

The University will conduct educational activities, including lectures and study groups, in order that faculty/staff members and students gain a correct understanding of the elimination of discrimination based on disability. The University will also make sure that faculty and staff members and students enthusiastically involve themselves in the support of students with disabilities, in order to create a university open to all people.

6. Disclosure of information

Information on the state of enrollments of students with disabilities at the University, and methods for supporting students with disabilities will be made public on the University's websites, etc.

7. Regarding support at attached senior high schools, junior high schools, elementary school, kindergarten and certified children center

Support at each school will be decided upon according to the basic stance of these guidelines and content of support.

Supplementary Provisions

This basic policy shall come into effect on July 1, 2025.