

**The Essential Book for Understanding Support for  
Students with Disabilities**

**Disability Resource Guide**

A photograph of two hands, palms up, holding a tangled string of warm white LED lights. The background is a clear blue sky. The lights are glowing, creating a warm and hopeful atmosphere.

**Disability Support  
Guidebook for University  
Students**

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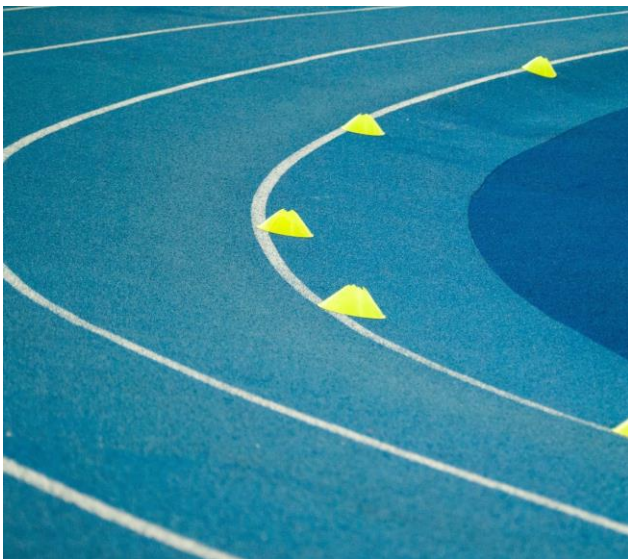
**April 2025**

**Diversity & Inclusion Promotion Committee**

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## Basic Concept of Reasonable Accommodation

With the revision of the “Act for Eliminating Discrimination against Persons with Disabilities” in 2021, as of April 2024, all institutions including private universities are legally required to provide reasonable accommodations.

According to the law, reasonable accommodation refers to “removing social barriers when a person with a disability expresses the need for such removal, provided that the burden is not excessive.”

In principle, the content of reasonable accommodation varies depending on the situation and context each student faces. It is diverse and highly individualized. Therefore, to provide a more practical and realistic framework for discussion, the university outlines its fundamental principles regarding reasonable accommodation as follows:

- **The accommodation must be based on the student's own expressed intention to seek support.**
- **Sufficient and constructive dialogue must be conducted between the student, faculty/staff, and the university regarding the nature of the accommodation.**
- **If the proposed accommodation would result in disadvantages to other students, alter or compromise the essential aspects of education, or impose an excessive financial or operational burden on the university, alternative measures should be explored and communicated to the student.**
- **The final decision on the accommodation must be made with the student's full consent and understanding.**

This guidebook has been created with the aim of removing various social barriers that may arise due to disabilities in student life at this university, so that students can study and live with a sense of security. We hope that it will be utilized by students, faculty, staff, and all members of our university community, contributing to the enhancement of support and the self-realization of each individual student.



# Let's Cultivate the Ability to Seek Support Together

University life requires a more proactive attitude compared to high school. From planning your course schedule, submitting assignments, to participating in experiments and practical training, there will be more occasions where self-management and personal judgment are necessary.

One of the defining characteristics of our university is that many students are engaged in the dual challenge of both academic study and improving their athletic performance.

In such an environment—demanding both physically and mentally through training, practical subjects, and theoretical learning—students with disabilities may sometimes face unique difficulties. Receiving appropriate support for the challenges you encounter in university life is your right.



**Being able to understand your own characteristics and appropriately communicate the accommodations you need is a significant strength.**

The process of seeking support is an opportunity to deepen your self-understanding and enhance your self-management abilities. This will not only contribute to athletic development but also serve as a valuable experience when you become an active member of society in the future.

At our university, there are students who are active as Paralympians, as well as others who, despite having disabilities, have achieved remarkable success in both academics and athletics.

These students continue to challenge their own potential while receiving the necessary support.

As a university that aims to foster individuals who can contribute to the creation of a healthy and enriched society and community through physical education, physical activity, and sports, it is our mission to provide an environment where all students, regardless of disability, can pursue their full potential.

Of course, the same applies to those of you who will succeed in fields outside of sports and physical education.

The university is a place that guarantees your right to learn and supports the development of your full potential.

Nippon Sport Science University is committed to continuously supporting you so that you can live your student life in your own way.



# Support details

## 1 ■ Entrance Examinations (Admissions Center)

**\* If you are considering applying to the university, please contact the Admissions Center first.**

You can consult about accommodations for the entrance examination or university life.

If you require accommodations during the entrance exam, please submit the “Application Form for Exam Accommodations for Prospective Students.”

After reviewing the documents, the Admissions Center will contact you if necessary.

The application form can be downloaded from the university website under "Exam Accommodations for Prospective Students."

### < Examples of past accommodations in entrance exams include: >

- Distribution of test booklets with enlarged text
- Use of written communication or documents during the exam
- Separate exam room
- Consideration of seat placement

 Tokyo Setagaya Campus: 03-5706-0910

## 2. Academic Support (Academic Affairs Center)

You can consult or apply for necessary accommodations related to attending classes.

**The application process and examples of accommodations by type of disability are detailed on a separate page.**

**Please also consult with the instructor or Academic Affairs Center if accommodations are needed for outdoor fieldwork during summer or winter sessions.**

**<Examples of past accommodations in fieldwork include:>**

- Assignment of support staff during fieldwork
- Room arrangements and considerations for bathing in shared lodging

☎ Tokyo Setagaya Campus: 03-5706-0903

☎ Yokohama Kenshidai Campus: 045-963-7901

## 3. Career and Employment Counseling (Career Center)

The Career Center offers job listings, resume review, and individual interview guidance for all students.

☎ Tokyo Setagaya Campus: 03-5706-0905

☎ Yokohama Kenshidai Campus: : 045-963-7936

## 4. **Personal Counseling (Student Counseling Office)**

You can receive individual counseling from a licensed psychological counselor.

For details on how to make an appointment, please visit the link below:

☎ Tokyo Setagaya Campus: 03-5706-0812

☎ Yokohama Kenshidai Campus: 045-963-7922

## 5. **When Feeling Unwell (Health Care Center)**

You can use this center when you're not feeling well or need a place to rest.

☎ Tokyo Setagaya Campus: 03-5706-0854

☎ Yokohama Kenshidai Campus: 045-963-7904



## 6. Awareness Activities

Training sessions are held for all faculty and staff to deepen their understanding of disabilities and reasonable accommodations.

## 7. Facilities and Infrastructure

At both the Tokyo Setagaya and Yokohama Kenshidai campuses, key buildings are equipped with automatic doors, elevators, multipurpose restrooms, and parking spaces for wheelchair users.

Some buildings may still lack adequate accessibility features, and some areas within the campuses may be inconvenient to navigate.

We are committed to improving these issues as much as possible in the future.

[Barrier-Free Map \(Tokyo Setagaya Campus\)](#)

[Barrier-Free Map \(Yokohama Kenshidai Campus\)](#)



# External Consultation Services

Even outside of student life on campus, reasonable accommodations in daily life can be supported by public consultation services.

Below are some helpful contact points you may refer to.

## Tokyo

「“Wide-Area Support Counselors” by the Tokyo Metropolitan Government」

[Tokyo Metropolitan Welfare Bureau Website](#)

## Setagaya Ward

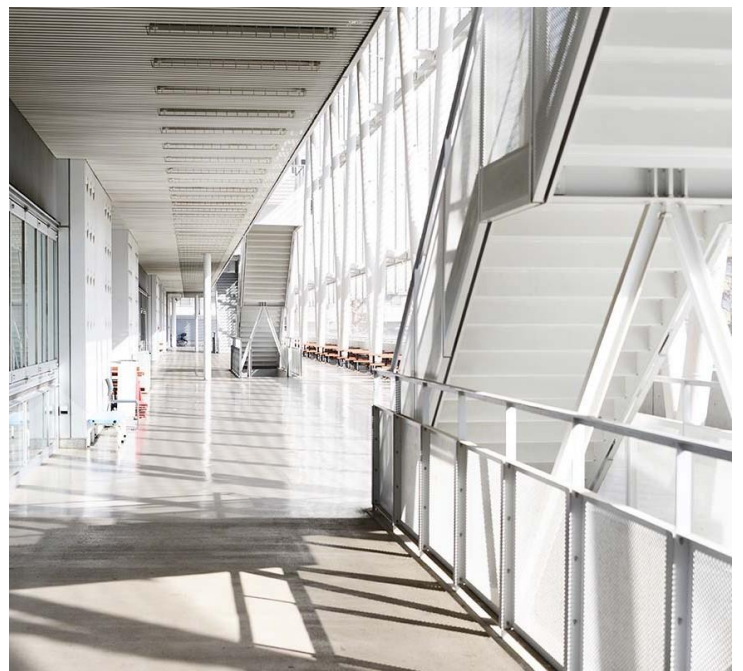
「Consultation Desk on  
Discrimination Based on  
Disability」

[Setagaya Ward Website](#)

## Yokohama City

「Peer Consultation Program」

[Yokohama City Website](#)



## Lets actively use consultation services in your area

Explore a wide range of support options available beyond your place of residence.

(Here are some examples)

- Ministry of Education, Culture, Sports, Science and Technology (MEXT)  
Elementary and Secondary Education Bureau, Special Needs Education Division : ☎03-5253-4111  
Higher Education Bureau, Student and International Division :  
☎03-5253-4111
- Japan National Center for Students with Disabilities (NSCSD)  
[NSCSD Website](#)

# Academic Support Process

If you are considering enrolling, please contact the Admissions Center first.

(☎03-5706-0910)

## 1 · Consultation

First, consult with the Academic Affairs Center.

Advice and guidance regarding support will be provided. The contents of the consultation will be shared with relevant departments as needed, while confidentiality is respected.

## 2 · Submit Documents

Submit the “Support Application Form” to the Academic Affairs Center. Forms are distributed by the center.

※ **Please attach a copy of a medical certificate or disability certificate.**

## 3 · Interview

A faculty or staff member with expertise in disabilities will conduct an interview to confirm the necessary support based on the submitted form.

## 4 · Decision on Support

The Academic Affairs Center will compile the support plan into a “Support Agreement,” which will be reviewed in the relevant meetings before the support is finalized.

## 5 · Start of Support

The finalized “Support Agreement” will be shared with course instructors after obtaining the student’s consent.

**The student should then coordinate with instructors individually as needed.**

## 6 · Follow-Up

After each semester, the student should contact the Academic Affairs Center to discuss future support and submit an application for the next semester.

# Flow of Academic Support

## Important note

### Submission Deadlines for Support Requests

To ensure timely implementation, please submit your support request forms by the following deadlines.

Submissions after the deadline will still be accepted, but it may take about a month to arrange support.

◆ **For Spring Semester classes: Submit by the end of February**

◆ **For Fall Semester classes: Submit by the end of July**

※ The same deadlines apply to new students. If admission results are announced after the deadline, please contact the Admissions Center as soon as possible.

### Not Considered Reasonable Accommodations

**Requests that involve changing the essential nature of education or those outside the university's responsibilities are not covered by reasonable accommodation.**

(Example)

- Lowering grading standards
- Guaranteeing certification or graduation
- Requests that ignore financial limitations of the university
- Requests for accommodations with insufficient preparation time

### If You Have Concerns or Complaints ?

If you are dissatisfied with the support decisions made by the Academic Affairs Center, you may consult the "Human Rights Violation Consultation Desk."

<Contact>

☎ : 03-5706-0909      Email : [nssu.shomu@nittai.ac.jp](mailto:nssu.shomu@nittai.ac.jp)

## Considerations by type of disability

# Visual Impairments

Here are some examples of accommodations made in the past for different types of disabilities.

\*In class, students and teachers should discuss the characteristics of the subject and work together to find a solution.

## 1. Overview

This refers to a condition where visual function, such as eyesight or field of vision, is impaired, making it difficult or impossible to see, even with correction using glasses or contact lenses. It includes two categories: total blindness and low vision.

In cases of color vision deficiency, certain colors or color combinations may be difficult to distinguish (e.g., red and green, blue and purple, dark green and brown, light blue and pink). Depending on the condition, brightness from indoor lighting or sunlight during outdoor activities can also pose difficulties, in which case wearing sunglasses may be necessary.

## 2. Examples of Accommodations in Lecture-Based Classes

- Allow the student to sit in a preferred seat
- Provide class materials in advance via email or other means
- Permit photographing of the whiteboard
- Adjust text size, color, or background color on presentation screens
- Allow the use of necessary devices such as earphones
- Assign peer supporters for note-taking (by hand or PC)
- Enlarge test and answer sheets during exams
- Make environmental adjustments that do not alter the educational objectives

## 3. Examples of Accommodations in Practical Classes

- Assist with navigation from locker rooms to practice areas
- Use tactile guidance methods such as tapping (e.g., for swimming)
- Confirm the student's physical capabilities as needed

## Considerations by type of disability

# Hearing Impairments

Here are some examples of accommodations made in the past for different types of disabilities.

\*In class, students and teachers should discuss the characteristics of the subject and work together to find a solution.

## 1. Overview

This refers to a condition in which there is some form of impairment in the ability to hear or perceive sound, making spoken language or surrounding noises inaudible or hard to hear. The severity varies, and even with the use of hearing aids or sound amplification devices, clear hearing is not always possible.

## 2. Examples of Accommodations in Lecture-Based Classes

- Allow the student to sit in a preferred seat
- Assign peer supporters for note-taking (by hand or PC)
- Permit the use of microphones or speech-to-text apps
- Allow recording of lectures
- Make environmental adjustments that do not alter the educational objectives

## 3. Examples of Accommodations in Practical Classes

Confirm the student's physical capabilities as needed

## Considerations by type of disability

# Physical Disabilities

Here are some examples of accommodations made in the past for different types of disabilities.

\*In class, students and teachers should discuss the characteristics of the subject and work together to find a solution.

## 1. Overview

This includes conditions affecting posture or movement of the limbs or trunk, causing persistent difficulty in daily activities. Challenges may involve limb loss, inability to move certain body parts, involuntary movements, or restricted range of motion.

## 2. Examples of Accommodations in Lecture-Based Classes

- Allow the student to sit in a preferred seat
- Seat wheelchair users near the entrance
- Provide specialized desks or equipment
- Assign peer supporters for note-taking (by hand or PC)
- Make environmental adjustments that do not alter the educational objectives

## 3. Examples of Accommodations in Practical Classes

- Use assistive devices to aid in movement (e.g., for archery)
- Confirm the student's physical capabilities as needed

## Considerations by type of disability

# Mental Disabilities

Here are some examples of accommodations made in the past for different types of disabilities.

\*In class, students and teachers should discuss the characteristics of the subject and work together to find a solution.

## 1. Overview

Mental illnesses may cause ongoing difficulties in daily and social life.

Symptoms and their intensity can change over time and with the environment, requiring flexible support.

Collaboration with medical professionals is essential; suggestions from the attending physician should be taken into account.

## 2. Examples of Accommodations in Lecture-Based Classes

- Allow students to sit in their preferred seat
- Permit the use of ear muffs, earplugs, sunglasses, etc.
- Allow students to leave class when necessary
- Adjust the environment without altering the core purpose of the subject

## 3. Examples of Accommodations in Practical Classes

- Take extra time during orientations to explain procedures
- Confirm the student's physical capabilities as needed

## Considerations by type of disability

# Developmental Disabilities

Here are some examples of accommodations made in the past for different types of disabilities.

\*In class, students and teachers should discuss the characteristics of the subject and work together to find a solution.

## 1. Overview

Developmental disabilities are congenital brain function disorders that affect the way individuals process external stimuli (cognition), interact socially, follow social rules, learn, focus, or concentrate. These are often classified as follows, though overlap is common:

### **ASD (Autism Spectrum Disorder)**

May struggle with planning or understanding others' intentions; may exhibit strong fixations and sensory sensitivities (e.g., to smell, light, sound, texture).

→ Related to communication skills

### **ADHD (Attention Deficit Hyperactivity Disorder)**

May display hyperactivity (constantly in motion), impulsivity (act without thinking), and difficulties maintaining focus, often resulting in careless mistakes.

→ Related to life skills

### **SLD (Specific Learning Disabilities)**

May have difficulties with reading, writing, or calculating despite overall cognitive ability.

→ Related to learning skills

# Considerations by type of disability

## 2. Examples of Accommodations in Lecture-Based Classes

### < ASD >

May struggle with envisioning concrete aspects of university life and planning:

- Introduce available support services
- Assist with course registration
- Conduct detailed meetings for thesis supervision
- Be mindful of group work size and environment

### < ADHD >

May have difficulty managing schedules:

- Check schedules together and provide individual follow-up as needed
- Notify class or assignment changes as early as possible using consistent methods

### < ASD, ADHD >

May struggle with multitasking (e.g., listening while taking notes):

- Allow lecture recording (audio or video)
- Provide class materials in advance

### < SLD >

If handwriting is difficult, allow the use of computers or other devices

## 3. Examples of Accommodations in Practical Classes

- Take time to explain during orientation, etc.
- Use text, pictures, and diagrams when explaining.
- Progress from single tasks to multi-tasking.
- In addition, check with the student each time to see what level of movement is possible.◦

## Considerations by type of disability

# Other Disabilities and Conditions

In addition to visual, hearing, physical, mental, and developmental disabilities, there are many other disabilities and diseases that interfere with daily life.

## 1. What are “Other Disabilities and Conditions”?

Beyond visual, hearing, physical, mental, and developmental disabilities, there are many other conditions that can interfere with daily life and student life.

Examples include:

## 2. Examples of consideration

- Allow the student to sit in a preferred seat
- Permit temporary absence during class
- Permit wearing of hats
- Adjust presentations in front of large groups through consultation with the student

**If you are struggling with student life but do not have a medical certificate or disability ID, please feel free to visit the Student Counseling Office or the Academic Affairs Center.**



# In Case of Disaster

Disasters can cause greater difficulties than usual. It is important to prepare in advance.

## Preparation Checklist

### Evacuation Areas on Campus

In case of evacuation orders, proceed immediately to the designated shelter. Be familiar with evacuation routes in advance, including those near your residence and commute routes.

■Tokyo Setagaya Campus Shelter : Athletic Field

■Yokohama Kenshidai Campus Shelter : Rugby Field and Track & Field Stadium

### Talk with others

Discuss emergency response plans (contact procedures, etc.) with family, friends, and university faculty/staff.

### Know and communicate your needs

In order to receive appropriate support during a disaster, organize information about your symptoms and difficulties.

If possible, write them down and carry it with you at all times.

## ✓ Obtain necessary information during a disaster

↓Click

[NHK Disaster Preparedness Site for People with Disabilities](#)

This site provides various disaster-related and preparedness information by type of disability. Please familiarize yourself with it in advance.

## ✓ Report Your Safety to the University

In the event of a disaster, you can confirm your safety through the university's internal system "n-pass."

If access to n-pass is unavailable, please notify the university by phone or email with the following information:

- ① Student ID number    ② Name    ③ Current location
- ④ Whether you are injured or not

【Contact Info】 ☎ 03-5706-0904 (Student Center)

✉ Email: [nssu-safety@nittai.ac.jp](mailto:nssu-safety@nittai.ac.jp)