Using Disability Resource Center (DRC)

DRC is a specialized department that provides support for students with disabilities at Kyoto University. DRC provides consultations for students who need assistance with their studies owing to their disabilities and works with related organizations both on- and off-campus, including affiliated faculties and graduate schools, to offer learning support that suits students' academic and research needs (reasonable accommodation for learning).

DRC provides the following resources: *Please register if you need continuous support.

1) Professional resources (regular consultations, making arrangements for reasonable accommodations, etc.).
*Please see the reverse side for further information on reasonable accommodations.
Specialized staff members known as "coordinators" will help you address any difficulties.
E.g., those experiencing difficulties with courses who would like to receive some kind of support and those who wish to discuss their disabilities but are unsure about whom to consult.
**We might refer you to other on-campus or community resources to appropriately respond to your needs.

2) Human and physical resources (assigning, adjusting, and training student supporters, assistive devices, book lend, etc.)
［Assigning, adjusting, and training student supporters］
*We might assign professional support from external sources if necessary.
If you require human support (note taking, guide, board writing support, etc.), we can provide support from "student supporters."
［Examples of assistive devices］
Noise canceling headphones, reading trackers, Roger^{TM} system, ICT devices, etc., are available for lend as needed.

3) Programs offered by DRC   *Please refer to our website for details and latest information.
○   Before admission (transition from high school): Simulated support during an open campus event, preliminary consultation, etc.
○   Self-understanding project
・   Self-understanding seminar for entering the workforce: You can learn how self-understanding facilitates learning and workforce entry.
・   Assessment program: Provides opportunities to students with developmental disabilities and peculiar characteristics to deepen self-understanding through multiple assessment scales.

○ Social transition program *Some examples
- ・ Various seminars: Introduce differences between general employment and employment of people with disabilities along with job hunting know-how and provide opportunities to think about entering the workforce from an early stage.
- ・ DEAR sessions (once a month): Provide opportunities to meet human resource staff and staff from external support organizations. You can have individual meetings in an equal position.

○ Group programs
- ・ Self-help group (once a month): Provides interactive meetings for students with developmental disabilities.
- ・ Co-working (several times a week): Provides a space to study at your own pace.

○ Disaster response program: Workshop to examine how to individually evacuate, etc.

Contact

Disability Resource Center (DRC), Kyoto University

Hours: Mon–Fri, 09:00 AM to 5:00 PM

Website: https://www.assdr.kyoto-u.ac.jp/drc

E-mail: drc@mail.assdr.kyoto-u.ac.jp

TEL: 075-753-2317

Reasonable Accommodation

1.   What is reasonable accommodation?

Everyone has the right to learn. Although, in principle, there are several ways to learn, most people adapt to the methods and environment provided to them. However, if there are limitations or peculiarities in physical or cognitive functions, etc., the methods and environment to which most people adapt without much thought could create a situation where learning is difficult ("disability"). You may demand "reasonable accommodation" (changes and adjustment) for such disability, that is, facilities, precedents, rules, and practices that become a barrier to enjoying universal rights. These are the rights recognized by the Convention on the Rights of Persons with Disabilities, the Act for Eliminating Discrimination Against Persons with Disabilities, and the Response Guidelines (Kyoto University).

*The idea of disability being created by society, as described above, is termed as the "social model of disability."

2.   How to apply for reasonable accommodation.

The examination and implementation of reasonable accommodation are conducted by faculties and graduate schools to which students are affiliated. The content of reasonable accommodation is determined through repeated communication (hearing, confirmation of supporting documents, etc.) as described below. Reasonable accommodation may be requested at any time, but it is difficult to respond on short notice or after the fact; thus, please consult us in advance if you anticipate any difficulties.

1) Submit the reasonable accommodation application form along with supporting documents* to the faculty/graduate school you belong to. At this time, you might be interviewed by department staff to confirm your documents, etc.

*Supporting documents: Documents to support the consistency and objectivity of the desired accommodations, such as a disability certificate, doctor's note, psychological findings (such as the results of a psychological test), history of support, etc. Individualized and concrete examination based on evidence is necessary to provide reasonable accommodation as an official university service. Evidence-based support is necessary to provide an opportunity for high-quality education and research, which is a mission of the university.

2) The faculty or graduate school of affiliation will forward the application to DRC. DRC will prepare a statement summarizing the needs and their validity. Based on this statement, the faculty or graduate school will prepare a request for accommodation on confirming the details of the reasonable accommodation. The applying student will confirm the details and make a decision on whom to inform (details, faculty, and people) upon consulting the administration of the affiliated faculty.

*If the condition or situation of disability changes, or the desired accommodation is not effective, the details will be reexamined.

3) The administration will notify the teaching staff regarding the request for accommodation.

*The method of notification may differ depending on the request.

4) If necessary, the student will consult the teaching staff to arrange specific accommodations.

3. Examples of reasonable accommodation

What is "reasonable" is adjusted for each person. Although details are not similar for all, we present some examples below.

- Environmental adjustment: Seating accommodation (assigned seating, priority seating, etc.), a space to rest.
- Communication accommodation: How to provide information on your characteristics and disability and send notifications.
- Permission to use AT (assistive devices and technology): Recording audio and video of lectures, using a laptop and ear plugs, etc.
- Assignment of human support: Note taking, experiment assistance, board writing support, etc.

*Reasonable accommodation is intended to provide equal opportunities and does not guarantee results (e.g., course credits). Additionally, tasks that are not generally conducted at an educational institution, changes or adjustments to the goal of a lecture (essential matters), too much of a burden, content expected to cause notable disadvantages for others, content that does not reflect the intention of the student, etc., are considered not applicable.

4. References

・Response Guidelines on Eliminating Discrimination Against Persons with Disabilities at Kyoto University.