National Survey of Supports for Students with Disabilities in Higher Education Settings in Japan (Provisional Translation)



Introduction

The Japan Student Services Organization (JASSO) is an independent administrative agency charged with "supporting the promotion of international mutual understanding and the nurturing of creative human resources who will contribute to the next generation, by creating an appropriate environment for students studying in institutions of higher education." Under this banner, JASSO conducts scholarship programs for Japanese students, support programs for international students, and student support programs. JASSO's activities related to support for students with disabilities are one element of its student support programs.

The present complete enumeration survey has been conducted annually since 2005 to ascertain the circumstances and supports and services for students with disabilities in institutions of higher education in Japan with the goal of improving those supports.

The number of students with disabilities enrolled in institutions of higher education in Japan is increasing year by year, and the April 2016 implementation of the Act on the Elimination of Discrimination against Persons with Disabilities marked a major turning point in the provisions of supports of supports for students with disabilities in higher education.

Under the Act, unfair discrimination of people with disabilities, including students, is prohibited at all institutions of higher education. In addition, non-provision of reasonable accommodation is deemed discriminatory. Thus, institutions should provide reasonable accommodations to students with disabilities; national and other public institutions are legally obligated to provide reasonable accommodations, while private institutions are obligated to make an effort to do so.

In addition, in line with the Ministry of Education, Culture, Sports, Science and Technology (MEXT) communication on the 2015 "Guidelines for Entities under the Jurisdiction of MEXT concerning the Elimination of Discrimination on the Basis of Disability," JASSO is tasked to undertake programs that contribute to improved support and services for students with disabilities at institutions of higher education, in accordance with the Guidelines.

To date, JASSO has conducted a wide range of activities, including implementation of this survey and analysis of survey results over time, along with implementation of various types of seminars, publication of a "Reasonable Accommodations Handbook," and dissemination of example cases on prevention and resolution of disputes related to supports and services for students with disabilities. Now, in order to enable the comparison of supports and services for students with disabilities in institutions of higher education in Japan and those in other countries, and to promote research surrounding students with disabilities, JASSO has taken the step of translating this survey into English and releasing it to the public. The English translation will provide an overview of current conditions and supports and services for students with

disabilities in institutes of higher education in Japan, along with a summary report of results from the 2019 survey.

In closing, we would like to take this opportunity to express our gratitude to all the experts who collaborated on this effort.

March, 2021

Student Services Department

Japan Student Services Organization

Outline

1. Survey Overview

(1) Purpose

To understand the circumstances surrounding students with disabilities and the supports and services available to them at universities, junior colleges, and colleges of technology (hereinafter "institutions") in Japan, in order to aid in the development of strategies to support students with disabilities and enhance the quality of support provided.

(2) Survey respondents

Universities (including graduate schools, graduate universities, and specialized graduate programs), junior colleges (including those established within a university and advanced programs at junior colleges), and colleges of technology (including advanced programs).

(3) Method

Complete enumeration; all relevant institutions in Japan were asked to download the survey form from the Japan Student Services Organization (JASSO) website and return completed survey forms via email.

(4) Survey reference date

May 1, 2018

2. Category headings and descriptions

(1) Institutions¹

Heading	Description
University	Universities (including graduate schools, graduate universities,
	and specialized graduate programs)
Junior college	Junior colleges (including those established within a university,
	and advanced programs at junior colleges)
College of technology	Colleges of technology (including advanced programs)

(2) Programs

Institution heading	Program heading	Description*				
University	Undergraduate (on-	Undergraduate students (on-				
	campus)	campus)				
	Undergraduate	Undergraduate students				
	(distance/online)	(distance/online)				
	Graduate (on-campus)	Graduate students (on-campus)				
	Graduate (distance/online)	Graduate students				
		(distance/online)				
	Specialized graduate	Specialized graduate students				
Junior college	Regular (on-campus)	Regular students (on-campus)				
	Regular (distance/online)	Regular students (distance/online)				
	Advanced	Students in advanced programs				
College of technology	Regular (on-campus)	Regular students				
	Advanced	Students in advanced programs				

^{*}Research students, non-degree seeking students, students auditing classes, and special short-term students are not included in the survey.

(3) Disabilities

Heading	Description
Visual impairment	blindness, low vision
Hearing or	deafness, hard of hearing, or language impairment only
speech/language	
impairment	

¹See "final year" on p. 69 for information on the Japanese education system.

Orthopedic	functional impairment of upper extremity, functional impairment of
impairment	lower extremity, functional impairment of upper and lower
	extremities, other functional impairment
Health impairment	health impairment including visceral impairment and other chronic
or chronic	disease/condition
disease/condition	
Multiple (physical)	two or more physical impairments
Developmental	specific learning disorder (SLD), attention-deficit/hyperactivity
disorders	disorder (ADHD), autism spectrum disorder (ASD), two or more
(diagnosed by	developmental disorders
physician)	
Mental disorders	schizophrenia, mood disorders, neurotic disorders, eating and sleep
	disorders, other mental disorders
Other disabilities	disabilities/disorders other than those listed above
Developmental	specific learning disorder (SLD), attention-deficit/hyperactivity
disorders (not	disorder (ADHD), autism spectrum disorder (ASD)
diagnosed by	
physician, but	
accommodations	
provided)	

Notes

(1) Definitions of terms used in this survey

- i. "Students with disabilities" refers to students who have a physical disability certificate, a mental disability certificate, or an intellectual disability certificate, or those who were identified as having one or more disabilities at health checks (students with two or more disabilities are counted only once).
- ii. "Students with disabilities receiving support" refers to students with disabilities who have requested support and to whom institutions provide some kind of support (includes support scheduled to be provided in the current academic year). Examples of support includes: notetaking, sign language interpretation, braille transcription, measures to ensure academic access in class (including testing accommodations), assistance with campus life, and career/job search services.
- iii. Detailed descriptions of disability categories are listed below.

Visual impairment

Blindness: a level of impairment where learning through vision is not possible or is extremely difficult, requiring the use of senses other than sight (primarily touch and hearing).

Low vision: a level of impairment where learning through vision, while possible, requires academic accommodations, such as large print.

Hearing or speech/language impairment

Deafness: hearing loss of 60 decibels or greater in both ears, or a level of impairment where understanding typical speech is not possible or is extremely difficult, even with a hearing aid.

Hard of hearing: hearing loss of less than 60 decibels in both ears, or a level of impairment where understanding typical speech is possible with a hearing aid. **Speech/language impairment only**: speech or articulation disorders (dysarthria, voice disorders, fluency disorders, language development disorders, cleft palate).

Orthopedic impairment

Functional impairment of upper extremity: impairment in functioning of arms, hands, fingers, and their joints.

Functional impairment of lower extremity: impairment in functioning of legs, toes, and their joints.

Functional impairment of upper and lower extremities: impairment in functioning of both upper and lower extremities.

Other functional impairment: impairment in functioning of the trunk (torso); of the trunk and upper limbs; of the trunk and lower limbs; of the trunk and upper and lower limbs; and mobility impairments.

Health impairment or chronic disease/condition

Health impairment including visceral impairment: conditions such as impaired cardiac function, renal dysfunction, respiratory impairment, bladder dysfunction, rectal disorders, disorders of the small intestine, immune function disorders caused by the human immunodeficiency virus, hepatic dysfunction, neurological disorders, and malignant neoplasms that require ongoing medical treatment or restrictions on activities of daily living; requires physician's diagnosis.

Other chronic disease/condition: conditions involving physical frailty that require ongoing restrictions on activities of daily living; either accompanied by a physician's diagnosis or the diagnosis is identified in the course of health/medical check-ups (includes conditions of physical frailty associated with epilepsy, atopic dermatitis, food allergies, and anaphylaxis that require ongoing restrictions on activities of daily living).

Note: The above refers to conditions contained in one of the following: "Level of disability" in the Ordinance for Enforcement of the School Education Act; the Disability Grading Chart for Persons with Physical Disabilities; or the list of Specified Pediatric Chronic Diseases. Conditions not included in one of these are listed under "other disabilities."

Multiple (physical) disabilities

Two or more disabilities, in one of the following combinations:

Two physical disabilities: visual impairment and hearing or language impairment; visual impairment and orthopedic impairment; visual impairment and health impairment or chronic disease/conditions; hearing or language impairment and orthopedic impairment; hearing or language impairment and health impairment or chronic disease/conditions; orthopedic impairment and health impairment or chronic disease/conditions.

Three or more physical disabilities: visual impairment, hearing or language impairment, and orthopedic impairment; visual impairment, hearing or language impairment, and health impairment or chronic disease/conditions; visual impairment, orthopedic impairment, and health impairment or chronic disease/conditions; hearing or language impairment, orthopedic impairment, and health impairment or chronic disease/conditions; visual impairment, hearing or language impairment, orthopedic impairment, and health impairment or chronic disease/conditions.

Note: Combinations of developmental disorders or mental disorders with other disabilities are not included in this category.

Developmental disorders (with physician's diagnosis)

Developmental disorders that have been diagnosed by a physician:

SLD: specific learning disorder (formerly "learning disabilities" [LD]).

ADHD: attention-deficit/hyperactivity disorder.

ASD: autism spectrum disorder (formerly "high-functioning autism and other disorders: high-functioning autism and Asperger's syndrome").

Multiple developmental disorders: combinations of any of the above three disorders.

Mental disorders

Schizophrenia: schizophrenia, schizotypal, and delusional disorders (conditions categorized under F20-F29 in ICD-10).

Mood disorders: manic episode, bipolar affective disorder, depressive episode, recurrent depressive disorder, persistent mood (affective) disorders (conditions categorized under F30-F39 in ICD-10).

Neurotic disorders: anxiety disorders, obsessive-compulsive disorder (obsessive-compulsive neurosis), reaction to severe stress and adjustment disorders, dissociative (conversion) disorders, somatoform disorders, neurasthenia (conditions categorized under F40-F48 in ICD-10).

Eating and sleep disorders: eating disorders, sleep disorders, abuse of substances not associated with dependence (conditions categorized under F50-F59 in ICD-10).

Note: Narcolepsy and sleep apnea syndrome are included in this category.

Other mental disorders: mental disorders other than those listed above, including neurocognitive disorders, dependence syndromes, personality disorders, Tourette syndrome, gender dysphoria (gender identity disorder), mutism, intellectual disability, and unspecified depressive disorder.

Other disabilities

Disabilities (accompanied by a physician's diagnosis, or where the diagnosis was identified during health checks) other than those categorized as visual impairment, hearing or language impairment, orthopedic impairment, health impairment or chronic disease/conditions, multiple (physical) disabilities, developmental disorders, or mental disorders.

Note: Hyperhidrosis, irritable bowel syndrome of unknown origin, and frequent urination are included in this category.

(2) Regarding the number of students with developmental disorders

Students believed to have developmental disorders, but who have not been diagnosed by a physician, are not included in the number of students with disabilities. However, in consideration of the fact that supports are often provided to these students, institutions were asked to provide information on the number of students believed to have developmental disorders and the types of accommodations or supports provided, as defined below.

Developmental disorders (without physician's diagnosis, but accommodations provided)

Conditions that are believed to be developmental disorders, although not verified by a physician's diagnosis, and for which some type of academic accommodations or supports are provided.

Note: "Some type of academic accommodations or supports" refers to accommodations or supports and services formally provided by the institution; it does not include assistance provided on a personal basis by faculty or staff.

SLD: specific learning disorder (formerly "learning disabilities" [LD]).

ADHD: attention-deficit/hyperactivity disorder.

ASD: autism spectrum disorder (formerly "high-functioning autism and other disorders: high-functioning autism and Asperger's syndrome").

Unspecified: When it is not clear which of the above disorders best corresponds to the student's condition.

In the 2018 academic year, institutions reported 3,105 students without diagnoses who were thought to have a developmental disorder and who received some kind of support. In contrast to this, institutions reported 4,325 students formally diagnosed with developmental disorders.

Summary

Recent developments surrounding support for students with disabilities

In Japan, various legislation was developed in conjunction with the Convention on the Rights of Persons with Disabilities, which came into force on February 17, 2014. With respect to institutions of higher education, the "Act on the Elimination of Discrimination against Persons with Disabilities"—which took effect in April 2016—created a legal prohibition against discriminatory treatment of people with disabilities, including students. The Act also prohibits non-provision of reasonable accommodations. In this context, national and public institutions became legally obligated to provide reasonable accommodations, while private institutions were mandated to make an effort to provide accommodations;

Furthermore, national institutions were legally required to create—and make publicly available—implementation guidelines related to the elimination of discrimination against people with disabilities; non-national public institutions were mandated to make an effort to develop such guidelines. Private institutions, on the other hand, were expected to proactively engage in anti-discrimination efforts in line with the guidelines issued by the Ministry of Education, Culture, Sports, Science and Technology. As a result, many institutions of higher education have made progress in their systems and structures of support for students with disabilities.

- No implementation guidelines, basic policies, or rules & regulations established.
- Implementation guidelines, basic policies, or rules & regulations scheduled to be established by end of fiscal 2018
- Implementation guidelines, basic policies, or rules & regulations established.

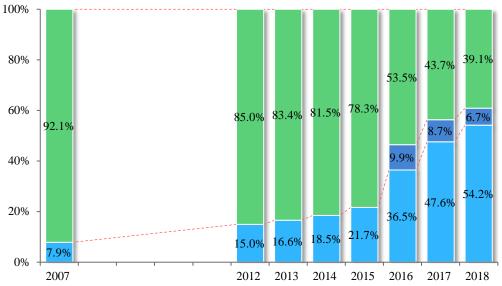


Figure 1. Change in number of schools with implementation guidelines, basic policies, or rules & regulations.

- Institution has no committee.
- Another (existing) committee performs relevant functions.
- Institution has a dedicated committee.

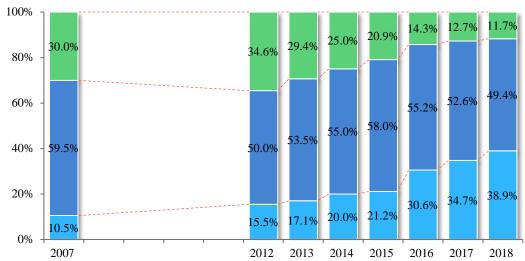


Figure 2. Change in number of schools with committees, etc., on support for students with disabilities.

2. Changes related to students with disabilities and their supports

The number of students with disabilities has increased since the inception of the survey, and given the steady rate of increase to date, it is expected that the number will continue to increase in the future. The rate of increase in the number of students with disabilities in fiscal years (FY) 2015 and 2016 was greater than in FY 2014 and previous years, which reflects in particular the increases in the categories of "developmental disorders," "health impairment or chronic disease/conditions," and "mental disorders."

One of the likely reasons for this is that disability categories in the survey were modified in 2015. One change was that sub-categories were added to the "health impairment or chronic disease/conditions" category. And whereas up to FY 2014 mental disorders had been classified in the "other" category, the growth of this category to account for more than 80% of the total led to the decision to put mental disorders in their own category. Additionally, specific examples of disability/disorder names were added for these categories, which allowed better understanding of these categories by respondent institutions, and an increase in the number of students with disabilities counted. It should be noted, however, that the FY 2015 category change did not change the actual definition of students with disabilities. Reasons for the large increases being seen that cannot be attributed solely to category changes may include the fact that identification of students with disabilities increased due to improvements in on-campus coordination, as well as progress related to support programs and structures for students with disabilities, which were

implemented in conjunction with the Act on the Promotion of Elimination of Discrimination on the Basis of Disability taking effect.

As described above, there are several factors to which the increase in students with disabilities can be attributed, but it is anticipated that the relative proportions of disability types will be maintained in the future. In other words, compared to the physical disability categories, such as visual, hearing, and orthopedic impairments, students with developmental disorders and mental disorders are expected to continue to account for a relatively large percentage of the total. In this way, Japan could be seen as having moved somewhat closer to the conditions seen in Europe and North America. However, due to differences in such aspects as the categorization of developmental disorders, it is thought that, rather than simply move ever-closer to the proportions of disabilities seen in Europe and North America, Japan will likely transition to its own unique distribution of disability types, which will continue to feature a low rate of physical disabilities. At the same time, however, as can be seen from the fact that the proportion of people with disabilities in Japan stands at about 7.6% (Summary of 2018 Annual Health, Labour and Welfare Report), the enrollment rate of students with disabilities in higher education is still not very high. In regions such as North America and Europe, the enrollment rate of students with disabilities is significantly higher. Currently, comparison between countries and regions is difficult, as the breakdown of students with disabilities differs. For example, in North America and other countries, the proportion of specific learning disorders (SLD) such as dyslexia, and mental disorders, is relatively high, while in Japan, so-called physical and health disabilities account for a large percentage of the total. As survey results show, however, the proportion of students in Japan with developmental disorders and mental disorders is continuing to increase relative to other categories. This could be a focus of future study and consideration.

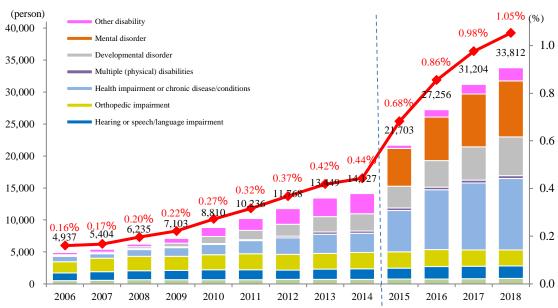


Figure 3. Change in number of students with disabilities and their percentage of the total student population.

Summary of results from the 2018-19 survey

1. Total student enrollment

Total student enrollment, as of May 1, 2018

Table 1. Total student enrollment, by institution and program type.

			Undergraduate (on-	Undergraduate	Graduate	Graduate	
		Total	campus)	(distance/online)	(on-campus)	(distance/online)	Specialized graduate
		3,212,010	2,768,909	178,940	254,302	3,896	5,963
Total		(3,198,451)	(2,754,961)	(184,201)	(249,303)	(3,923)	(6,063)
		3,020,539	2,600,835	160,638	254,302	3,896	868
University		(2,999,971)	(2,581,815)	(163,835)	(249,303)	(3,923)	(1,095)
		594,010					
	National	(592,964)	440,288	_	153,444	_	278
		152,579					
	Public	(149,962)	136,322	_	16,123	_	134
		2,273,950					
	Private	(2,257,045)	2,024,225	160,638	84,735	3,896	456
		134,785	114,610	18,302	<u>_</u>	_	1,873
Junior college		(141,759)	(119,546)	(20,366)			(1,847)
	National	_	_	_	_	_	_
		6,256					
	Public	(6,705)	6,143	_	_	_	113
		128,529					
	Private	(135,054)	108,467	18,302	_		1,760
College of		56,686	53,464	_	_	_	3,222
technology		(56,721)	(53,600)				(3,121)
		51,540	, ,				, ,
	National	(51,568)	48,546	_	_	_	2,994
		2,979					
	Public	(2,953)	2,796	_	_	_	183
		2,167					
	Private	(2,200)	2,122	_	_	_	45

Note: Numbers in parentheses are results from the previous academic year.

(1) Number of students with disabilities, by disability type

<Overview>

○ Figure 1 shows the number of students with disabilities, by disability type. The greatest number of students (11,151) had a health impairment or chronic disease/conditions; this number was an increase of 708 over the 10,443 reported in the previous academic year. Following this was students with mental disorders, numbering 8,770, up by 481 from the previous year's 8,289. Following this was students with developmental disorders (6,047) up by 873 over the previous year's 5,174. Finally, students with orthopedic impairments numbered 2,478, a decrease of 77 from the 2,555 recorded in the

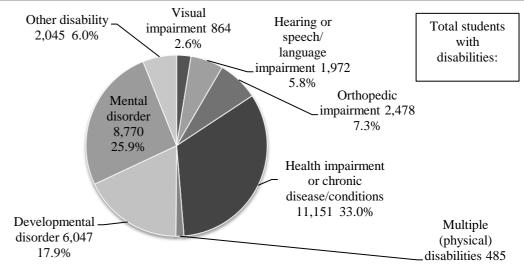


Table 2. Number of students with disabilities, by institution and disabilities

Figure 1. Number of students with disabilities, by disability type.

		Tota	.1	University		Junior college		College of technology	
Total		33,812		·	(28,430)	1,920	(1,434)	1,702	(1,340)
Visual impairm	ant	864	(831)	808	(794)	16	(0)	40	(29)
visuai iiipaiiii	lent	804	(831)		(784)	10	(9)	40	(38)
,	Blind	179	(176)	178		0		1	
	Low vision	685	(655)	630		16		39	
Hearing or spee	ech/language	1.050		1 005					
impairment		1,972	(1,951)	1,837	(1,819)	75	(67)	60	(65)
	Deaf	542	(571)	535		5		2	
	Hard of hearing	1,359	(1,306)	1,244		65		50	
•	Speech/language								
	impairment only	71	(74)	58		5		8	
Orthopedic imp	pairment	2,478	(2,555)	2,357	(2,438)	83	(87)	38	(30)
	Functional impairment of	2,170	(2,555)	2,331	(2,730)		(07)	30	(30)
	upper extremity	338	(347)	327		8		3	
,	Functional impairment of			07:					
	lower extremity	907	(915)	854		33		20	
	upper and lower extremities	776	(805)	745		26		5	
	Other functional		(000)						
	impairment	457	(488)	431		16		10	
Health impairm		11151		0.504		1.014		7.10	
disease/condition		11,151	(10,443)	9,594	(9,302)	1,014	(733)	543	(408)
	including visceral impairment	6,643	(5,743)	5,902		467		274	
	Other chronic	0,013	(3,743)	3,702		107		271	
	disease/condition	4,508	(4,700)	3,692		547		269	
Multiple (physi	cal) disabilities	485	(462)	468	(435)	10	(18)	7	(9)
Developmental	disorder	6,047	(5,174)	5,063	(4,458)	228	(134)	756	(582)
					(, /		(- /		(/
	Specific learning disorder	213	(191)	178		16		19	
	deficit/hyperactivity disorder	1,522	(1,187)	1,267		74		181	
,		7 -	(,,						
	Autism spectrum disorder	3,426	(3,118)	2,879		115		432	
	Multiple developmental disorders	886	(678)	739		23		124	
Mental disorder		8,770	(8,289)	8,261	(7,880)	355	(280)	154	(129)
	Schizophrenia and related disorders	863	(822)	808		41		14	
ı	disorders	003	(022)						
,	Mood disorders	2,770	(2,515)	2,651		83		36	
	Neuroses and related disorders	3,295	(3,041)	3,134		123		38	
,	Eating and sleep disorders	788	(834)	714		48		26	
,									
	Other mental disorder	1,054	(1,077)	954		60		40	
Other disability	7	2,045	(1,499)	1,802	(1,314)	139	(106)	104	(79)

 $Note: \ Numbers\ in\ parentheses\ are\ results\ from\ the\ previous\ academic\ year.$

<Overview>

Table 3. Number of university students with disabilities, by field of study (major) and disability type.

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			F THE	society society	Sciences	E PE		Culture Hedin	Health Sciences (m	9, 58, 68, 68, 68, 68, 68, 68, 68, 68, 68, 6	Scial Shipping	re conomics Educa	Ans.	Office
Total		30,190	5,963	7,198	1,226	4,655	1,178	537	2,954	4	634	1,960	1,803	2,078
Visual impai	rment	808	102	186	27	77	4	6	127	0	8	48	34	189
	Blind	178	24	28	3	12	2	0	12	0	0	6	14	77
	Low vision	630	78	158	24	65	2	6	115	0	8	42	20	112
Hearing or sp	peech/language impairment	1,837	249	499	53	376	37	27	184	0	45	173	81	113
	Deaf	535	81	127	7	185	5	3	16	0	10	56	20	25
	Hard of hearing	1,244	163	352	43	182	31	23	160	0	35	112	58	85
	Speech/language impairment only	58	5	20	3	9	1	1	8	0	0	5	3	3
Orthopedic in	mpairment	2,357	471	751	54	233	31	36	200	1	19	129	79	353
	Functional impairment of upper extremity	327	65	108	6	37	6	8	21	0	4	24	18	30
	Functional impairment of lower extremity	854	159	246	18	95	10	14	99	0	10	59	30	114
	Functional impairment of upper and lower extremities	745	161	256	26	68	10	9	44	0	0	28	16	127
	Other functional impairment	431	86	141	4	33	5	5	36	1	5	18	15	82
Health impai disease/cond		9,594	1,534	2,329	327	1,364	463	147	1,448	0	253	792	496	441
	Health impairment including visceral impairment	5,902	1,025	1,393	216	856	283	112	845	0	183	443	269	277
	Other chronic disease/condition	3,692	509	936	111	508	180	35	603	0	70	349	227	164
Multiple (phy	ysical) disabilities	468	87	124	5	83	9	3	56	0	6	15	28	52
Developmen	tal disorder	5,063	1,101	1,124	349	1,077	213	65	195	3	57	197	363	319
	Specific learning disorder	178	34	56	4	18	8	0	13	0	1	5	23	16
	Attention-deficit/hyperactivity disorder	1,267	289	273	79	213	55	23	64	1	20	64	108	78
	Autism spectrum disorder	2,879	619	638	210	671	116	30	96	2	31	104	182	180
Multiple developmental disorders		739	159	157	56	175	34	12	22	0	5	24	50	45
Mental disor	der	8,261	2,036	1,795	362	1,181	335	231	566	0	196	455		
	Schizophrenia and related disorders	808	198	218	26	105	29	12	40	0	10	34	70	66
	Mood disorders	2,651	633	509	122	391	118	106	189	0	55	167	200	161
	Neuroses and related disorders	3,134	790	751	132	484	97	71	170	0	79	152	191	217
	Eating and sleep disorders	714	172	118	38	81	54	23	78	0	34	47	35	34
	Other mental disorder	954	243	199	44	120	37	19	89	0	18	55	76	54
Other disabil	ity	1,802	383	390	49	264	86	22	178	0	50	151	150	79

Of the 30,190 university students with disabilities, the field of study (major) with the greatest number of students with disabilities was "social sciences" (7,198 students). This was followed by "humanities" (5,963), and "engineering" (4,655).

<Overview>

- Of the 33,812 students with disabilities reported in the survey, those receiving some kind of accommodation or support numbered 17,091, an increase of 1,518 from the 15,573 of the previous academic year.
- O By disability type, the greatest number of students receiving support were those with mental disorders (5,420 students, an increase of 113 from the 5,307 of the previous academic year). Following this were students with developmental disorders (4,325 students, up 627 from 3,698 in the previous year), and students with physical health impairment/condition or chronic illness (2,819 students, up 560 from 259 in the previous year).

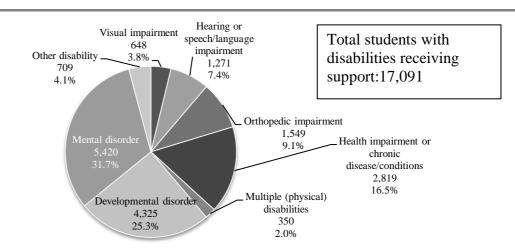


Figure 2. Number of students with disabilities receiving support, by disability type.

Table 4. Number of students with disabilities receiving support, by institution and disability type

Total 17,091 (15,573) 15,366 (14,346) 750 (508) 975 (508	(719)
Blind 176 (165) 175 0	
Low vision 472 (446) 439 9 22	(14)
Hearing or speech/language impairment	
Deaf 495 619 489 4	
Deef 495 (519) 489 4 2 2 4 2 2 4 2 4 2 4 2 4 2 4 2 4 4	
Hard of hearing 744 (727) 681 34 22 2 6	(43)
Pattor P	
Corthopedic impairment 1,549 (1,554) 1,475 (1,492) 48 (44) 20	
Functional impairment of upper extremity 131 (131) 128 2	
Functional impairment of upper extremity 131 (131) 128 2	(18)
Functional impairment of lower extremity 555 (536) 519 21 11 12 12 13 14 14 14 14 14 14 14	(10)
Upper and lower extremities 569 (563) 546 19 19 19 19 19 19 19 1	
Other functional impairment 294 (324) 282 6 6 Health impairment or chronic disease/conditions 2,819 (2,259) 2,221 (1,882) 254 (141) 34 including visceral impairment dismapriment of the chronic disease/condition 1,815 (1,512) 1,528 122 165 Other chronic disease/condition 1,004 (747) 693 132 179 Multiple (physical) disabilities 350 (325) 339 (305) 4 (11) 7 Developmental disorder 4,325 (3,698) 3,763 (3,318) 160 (89) 400 Specific learning disorder deficit/hyperactivity disorder 1,066 (797) 918 50 99 Autism spectrum disorder disorder 2,436 (2,240) 2,138 79 219 Multiple developmental disorders 689 (521) 596 18 79 Mental disorder 5,420 (5,307) 5,132 (5,080) 197 (153) 9	
Health impairment or chronic disease/conditions 2,819 (2,259) 2,221 (1,882) 254 (141) 344	
disease/conditions 2,819 (2,259) 2,221 (1,882) 254 (141) 344	
Impairment 1,815 (1,512) 1,528 122 162 Other chronic disease/condition 1,004 (747) 693 132 175 Multiple (physical) disabilities 350 (325) 339 (305) 4 (11) 7 Developmental disorder 4,325 (3,698) 3,763 (3,318) 160 (89) 402 Specific learning disorder 134 (140) 111 13 16 deficit/hyperactivity disorder 1,066 (797) 918 50 95 Autism spectrum disorder 2,436 (2,240) 2,138 79 215 Multiple developmental disorder 5,420 (5,307) 5,132 (5,080) 197 (153) 9 Schizophrenia and related (490) (490) (140)	(236)
Multiple (physical) disabilities 350 (325) 339 (305) 4 (11) 7	
Developmental disorder	
Specific learning disorder 134 (140) 111 13 10	(9)
Specific learning disorder 134 111 13 14 15 16 deficit/hyperactivity disorder 1,066 (797) 918 50 98 Autism spectrum disorder 2,436 (2,240) 2,138 79 219 Multiple developmental disorder 689 (521) 596 18 75 Mental disorder 5,420 (5,307) 5,132 (5,080) 197 (153) 97 Schizophrenia and related (400)	(291)
Autism spectrum disorder 2,436 (2,240) 2,138 79 219	
Multiple developmental disorders 689 (521) 596 18 75 Mental disorder 5,420 (5,307) 5,132 (5,080) 197 (153) 97 Schizophrenia and related (400) </td <td></td>	
Mental disorder 5,420 (5,307) 5,132 (5,080) 18 75 Schizophrenia and related (400) <td></td>	
Schizophrenia and related (400)	
	(74)
disorders 325 472 22	
Mood disorders 1,635 ^(1,487) 1,571 41 23	
Neuroses and related disorders 2,178 (2,120) 2,074 75 29	
Eating and sleep disorders 436 (496) 392 27 11	
Other mental disorder 648 ⁽⁷⁰⁵⁾ 603 32 13	
Other disability 709 (539) 628 (475) 38 (30) 43	(34)

 ${\it Note: Numbers in parentheses are results from the previous academic year.}$

Table 5. Number of university students with disabilities receiving support, by field of study (major) and disability type.

								Health sciences (medicine and den);	or than medine	Pring Willy)	ķ		
	Je.	Ming	500; SOCiel SC:	Science	Engli	Agriculure	Ŋ	sciences, III sc	Composition of the Contraction o	Honesco	Concernion of the control of the con	>	÷
	Total	Z ^z z	స్తర్భ	\$2.50	The State of the S	400	25	Z ²		\$Q\$	the contract of the contract o	A. S.	Officer
Total	15,366	3,219	3,606	664	2,508	557	307	1,140	4	299	916	734	1,412
Visual impairment	614	76	124	17	49	3	6	104	0	6	32	24	173
Blind	175	24	28	3	12	1	0	12	0	0	6	13	76
Low vision	439	52	96	14	37	2	6	92	0	6	26	11	97
Hearing or speech/language	1.404	4.50	200	26	0.55	2.4					120		—
impairment	1,194	178	299	29	269	24	17	90	0	26	128	55	79
Deaf	489	74	109	7	177	4	3	14	0	9	52	17	23
Hard of hearing Speech/language	681	101	180	22	90	20	14	73	0	17	72	36	56
impairment only	24	3	10	0	2	0	0	3	0	0	4	2	0
Orthopedic impairment	1,475	285	473	35	130	17	16	109	1	8	74	25	302
Functional impairment of upper extremity	128	18	45	2	16	2	4	9	0	1	7	3	21
Functional impairment of lower extremity	519	97	147	12	48	5	7	58	0	4	34	6	101
upper and lower extremities	546	115	190	20	48	8	4	22	0	0	21	11	107
Other functional	282	55	91	1	18			20		3	12	5	73
Health impairment or chronic	282	33	91	1	18	2	1	20	1	3	12		
disease/conditions	2,221	366	532	63	358	77	30	273	0	66	211	114	131
including visceral impairment	1,528	271	404	47	229	47	22	169	0	50	129	63	97
Other chronic disease/condition	693	95	128	16	129	30	8	104	0	16	82	51	34
Multiple (physical) disabilities	339	57	88	4	72	5	3	44	0	2	11	8	45
Developmental disorder	3,763	871	831	264	778	173	52	124	3	43	149	221	254
Specific learning disorder	111	26	35	1	8	7	0	10	0	0	1	14	
deficit/hyperactivity													9
disorder	918	232	196	55	144	37	20	44	1	16	48	64	61
Autism spectrum disorder Multiple developmental	2,138	483	472	164	489	98	22	53	2	24	79	109	143
disorders	596	130	128	44	137	31	10	17	0	3	21	34	41
Mental disorder	5,132	1,228	1,125	233	764	240	174	337	0	124	252	255	400
Schizophrenia and related disorders	492	112	133	17	67	24	7	18	0	7	21	31	55
Mood disorders	1,571	364	295	73	237	90	80	113	0	35	78	89	117
Neuroses and related disorders	2,074	515	505	87	320	67	61	103	0	59	96	92	169
Eating and sleep disorders	392	98	61	28	52	33	15	40	0	14	24	10	17
Other mental disorder	603	139	131	28	88	26	11	63	0	9	33	33	42
Other disability	628	158	134	19	88	18	9	59	0	24	59	32	28
omer disability	028	138	134	19	00	10	7	JF	U	∠4	Jy	32	20

<Overview>

 $[\]bigcirc$ Of university students with disabilities receiving support (15,366), the field of study (major) with the greatest number was "social sciences" (3,606 students). This was followed by "humanities" (3,219), and "engineering" (2,508).

(1) Procedures and guidelines on the Act on the Elimination of Discrimination against Persons with Disabilities

<Overview>

Table 6. Procedures and guidelines on the Act on the Elimination of Discrimination against Persons with Disabilities, by institution type.

		All institutions		asic policies, or		Ū	ions are sched	luled to be		es, basic policions have been e	
				SV	Schools with WDs (receiving		SW	Schools with /Ds (receiving		sv	Schools with VDs (receiving
		(schools)		(%)	support)*		(%)	support)		(%)	support)
Total		1,169	634	54.2	548	78	6.7	50	457	39.1	240
Univ	versity	785	464	59.1	419	49	6.2	35	272	34.6	174
Junio	or college	327	120	36.7	80	26	8.0	12	181	55.4	62
Colle	ege of technology	57	50	87.7	49	3	5.3	3	4	7.0	4

Table 7. Procedures and guidelines on the Act on the Elimination of Discrimination against Persons with Disabilities, by institution type and number of students with disabilities.

		Guidelines, b	asic policies,	or rules and		basic policies, ulations are sch		No Guideline	s, basic polici	ies, or rules
		re		established. Schools with	established by	the end of fisca	l year 2018. Schools with	and regulation		established. Schools with WDs (receiving
	Institutions		(%)	support)		(%)	support)		(%)	support)
More than 20 SWDs	400	304	76.0	301	19	4.8	19	77	19.3	71
University	345	262	75.9	260	16	4.6	16	67	19.4	63
Junior college	24	14	58.3	13	1	4.2	1	9	37.5	7
College of technology	31	28	90.3	28	2	6.5	2	1	3.2	1
11-20 SWDs	149	95	63.8	93	11	7.4	10	43	28.9	40
University	113	74	65.5	73	5	4.4	5	34	30.1	33
Junior college	25	11	44.0	10	5	20.0	4	9	36.0	7
College of technology	11	10	90.9	10	1	9.1	1	0	0.0	0
6-10 SWDs	113	61	54.0	58	11	9.7	6	41	36.3	31
University	75	45	60.0	42	7	9.3	5	23	30.7	18
Junior college	31	11	35.5	11	4	12.9	1	16	51.6	11
College of technology	7	5	71.4	5	0	0.0	0	2	28.6	2
2-5 SWDs	173	73	42.2	67	12	6.9	10	88	50.9	67
University	90	32	35.6	29	7	7.8	6	51	56.7	43
Junior college	76	35	46.1	32	5	6.6	4	36	47.4	23
College of technology	7	6	85.7	6	0	0.0	0	1	14.3	1
1 SWD	106	39	36.8	29	6	5.7	5	61	57.5	31
University	55	19	34.5	15	4	7.3	3	32	58.2	17
Junior college	50	19	38.0	14	2	4.0	2	29	58.0	14
College of technology	1	1	100.0	0	0	0.0	0	0	0.0	0
No SWDs	228	62	27.2	0	19	8.3	0	147	64.5	0
University	107	32	29.9	0	10	9.3	0	65	60.7	0
Junior college	121	30	24.8	0	9	7.4	0	82	67.8	
College of technology	0	0	0.0	0	0	0.0			0.0	0
*Number of schools enrolling students with a					U	0.0	0	0	0.0	0

^{*}Number of schools enrolling students with disabilities (SWDs) who receive accommodations/support.

[○] With respect to the establishment of procedures and guidelines related to the Act on the Elimination of Discrimination against Persons with Disabilities, 634 schools, or 54.2% of all 1,169 schools, reported having guidelines, basic policies, or rules and regulations established. If the 78 schools who reported planning to establish some form of guidelines, by the end of fiscal 2018 are included, this number rises to 712, or 60.9% of all 1,169 schools. In addition, 457 schools (39.1% of all 1,169) reported having no guidelines, basic policies, or rules and regulations established.

<Overview>

Table 8. Committees established for supporting students with disabilities, by insitution type.

		Institution has	a committe	e							Insti		not have a committee
					Inst	itution has a	dedicated committee		as another of the relevant				
				Schools with SWDs (receiving			Schools with SWDs (receiving	-		Schools with SWDs (receiving			Schools with SWDs (receiving
	Institutions		(%)	support)		(%)	support)		(%)	support)		(%)	support)
Total	1,169	1,032	88.3	782	455	38.9	398	577	49.4	384	137	11.7	56
University	785	712	90.7	589	336	42.8	314	376	47.9	275	73	9.3	39
Junior college	327	267	81.7	141	89	27.2	54	178	54.4	87	60	18.3	13
College of technology	57	53	93.0	52	30	52.6	30	23	40.4	22	4	7.0	4

Table 9. Committees established for supporting students with disabilities, by insitution type and number of students with disabilities.

		Institution has	a committe	ee							Inst	itution does	
					Insti		dedicated committee		as another the relevan				committee
	Institutions		(%)	Schools with SWDs (receiving support)		(%)	Schools with SWDs (receiving support)		(%)	Schools with SWDs (receiving support)		(%)	Schools with SWDs (receiving support)
More than 20 SWDs	400	384	96.0	376	232	58.0	229	152	38.0	147	16	4.0	15
University	345	332	96.2	326	204	59.1	203	128	37.1	123	13	3.8	13
Junior college	24	21	87.5	19	11	45.8	9	10	41.7	10	3	12.5	2
College of technology	31	31	100.0	31	17	54.8	17	14	45.2	14	0	0.0	0
11-20 SWDs	149	132	88.6	129	62	41.6	60	70	47.0	69	17	11.4	14
University	113	102	90.3	101	46	40.7	46	56	49.6	55	11	9.7	10
Junior college	25	20	80.0	18	10	40.0	8	10	40.0	10	5	20.0	3
College of technology	11	10	90.9	10	6	54.5	6	4	36.4	4	1	9.1	1
6-10 SWDs	113	105	92.9	90	43	38.1	40	62	54.9	50	8	7.1	5
University	75	71	94.7	62	32	42.7	30	39	52.0	32	4	5.3	3
Junior college	31	29	93.5	23	9	29.0	8	20	64.5	15	2	6.5	0
College of technology	7	5	71.4	5	2	28.6	2	3	42.9	3	2	28.6	2
2-5 SWDs	173	149	86.1	128	54	31.2	50	95	54.9	78	24	13.9	16
University	90	77	85.6	68	27	30.0	25	50	55.6	43	13	14.4	10
Junior college	76	66	86.8	54	22	28.9	20	44	57.9	34	10	13.2	5
College of technology	7	6	85.7	6	5	71.4	5	1	14.3	1	1	14.3	1
1 SWD	106	93	87.7	59	27	25.5	19	66	62.3	40	13	12.3	6
University	55	48	87.3	32	14	25.5	10	34	61.8	22	7	12.7	3
Junior college	50	44	88.0	27	13	26.0	9	31	62.0	18	6	12.0	3
College of technology	1	1	100.0	0	0	0.0	0	1	100.0	0	0	0.0	0
No SWDs	228	169	74.1	0	37	16.2	0	132	57.9	0	59	25.9	0
University	107	82	76.6	0	13	12.1	0	69	64.5	0	25	23.4	0
Junior college	121	87	71.9	0	24	19.8	0	63	52.1	0	34	28.1	0
College of technology *Number of schools enrol	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

^{*}Number of schools enrolling students with disabilities (SWDs) who receive accommodations/support.

[○] With respect to the establishment of committees to support students with disabilities, 455 schools, or 38.9% of all 1,169 schools, reported having some form of a committee established. 577, or 49.4% of all 1,169 schools reporting that they had another committee within their school that performs relevant functions. Combining these two, 1,032 schools (88.3% of all 1,169) had some form of committee established/assigned to address disability support issues.

<Overview>

○With respect to the establishment of offices, etc. involved with supporting students with disabilities, combining the 250 schools that reported having a specialized office/body established with the 878 schools reporting that they had another office/body that performs that role, it can be seen that 1,128 schools, or 96.5% of all 1,169 schools, took a systematic approach to disability support issues.

Table 10. Disability support services offices.

		Institution ha	s an office/	body							Institut	ion does n	ot have an ffice/body
					Institution ha	as a specialized	l office/body		as another office perfor	ce/body that ms that role			
				Schools with SWDs (receiving			Schools with SWDs (receiving			Schools with SWDs (receiving		(01)	Schools with SWDs (receiving
	Institutions		(%)	support)		(%)	support)		(%)	support)		(%)	support)
Total	1,169	1,128	96.5	832	250	21.4	223	878	75.1	609	41	3.5	6
University	785	765	97.5	626	192	24.5	183	573	73.0	443	20	2.5	2
Junior college	327	306	93.6	150	41	12.5	23	265	81.0	127	21	6.4	4
College of technology	57	57	100.0	56	17	29.8	17	40	70.2	39	0	0.0	0

 $Table\ 11.\ Disability\ support\ services\ of fices,\ by\ number\ of\ students\ with\ disabilities.$

		Institution ha	as an office	/body							Institut		ot have an ffice/body
	Institutions		(%)	Schools with SWDs (receiving support)	Institution ha	as a specialize	d office/body Schools with SWDs (receiving support)	Institution h	_	ice/body that rms that role Schools with SWDs (receiving support)		(%)	Schools with SWDs (receiving support)
More than 20 SWDs	400	400	100.0	391	150	37.5	149	250	62.5	242	0	0.0	0
University	345	345	100.0	339	135	39.1	134	210	60.9	205	0	0.0	0
Junior college	24	24	100.0	21	5	20.8	5	19	79.2	16	0	0.0	0
College of technology	31	31	100.0	31	10	32.3	10	21	67.7	21	0	0.0	0
11-20 SWDs	149	146	98.0	142	34	22.8	34	112	75.2	108	3	2.0	1
University	113	112	99.1	111	27	23.9	27	85	75.2	84	1	0.9	0
Junior college	25	23	92.0	20	2	8.0	2	21	84.0	18	2	8.0	1
College of technology	11	11	100.0	11	5	45.5	5	6	54.5	6	0	0.0	0
6-10 SWDs	113	112	99.1	95	15	13.3	14	97	85.8	81	1	0.9	0
University	75	74	98.7	65	12	16.0	11	62	82.7	54	1	1.3	0
Junior college	31	31	100.0	23	3	9.7	3	28	90.3	20	0	0.0	0
College of technology	7	7	100.0	7	0	0.0	0	7	100.0	7	0	0.0	0
2-5 SWDs	173	171	98.8	142	21	12.1	19	150	86.7	123	2	1.2	2
University	90	89	98.9	77	9	10.0	8	80	88.9	69	1	1.1	1
Junior college	76	75	98.7	58	10	13.2	9	65	85.5	49	1	1.3	1
College of technology	7	7	100.0	7	2	28.6	2	5	71.4	5	0	0.0	0
1 SWD	106	102	96.2	62	10	9.4	7	92	86.8	55	4	3.8	3
University	55	53	96.4	34	4	7.3	3	49	89.1	31	2	3.6	1
Junior college	50	48	96.0	28	6	12.0	4	42	84.0	24	2	4.0	2
College of technology	1	1	100.0	0	0	0.0	0	1	100.0	0	0	0.0	0
No SWDs	228	197	86.4	0	20	8.8	0	177	77.6	0	31	13.6	0
University	107	92	86.0	0	5	4.7	0	87	81.3	0	15	14.0	0
Junior college	121	105	86.8	0	15	12.4	0	90	74.4	0	16	13.2	0
College of technology *Number of schools enrol	0	0	0.0	0	0	0.0	0	0	0.0	0	0	0.0	0

^{*}Number of schools enrolling students with disabilities (SWDs) who receive accommodations/support.

(4) Status of facilities and equipment related to accessibility

<Overview>

- \bigcirc The majority of institutions reported having the following facilities/equipment, to varying degrees:
- Exterior areas: presence of dedicated/reserved parking, appropriate surfacing of roads and pavement, and elimination of steps and height differentials.
- Interior areas: presence of elevators, accessible toilets, adequate space for wheelchair access, etc.
- Assistive technology/devices: wheelchairs and cots, etc.

Table 12. Status of facilities and equipment related to accessibility, by institution type

Extension areasase Ministrati, temps, out tilts 1,000	niversities		nstitutions d	Present where currently needed		Scheduled for end of the current school year	$N_{onexistent}$
Besteroid pulsage pages 162 377 118 1 127 128 127 128 127 128 127 128 127 128 127 128 127 128 127 128	Exterior areas	Handrails, ramps, stair lifts	87		255 288 263	2 1 1	53 49 303
Build grinters	Building interiors	Accessible entrances, such as automatic doors Elevators Handrails, ramps, stair lifts Ensuring adequate space for wheelchair access Braille classroom signage Signal devices for deaf/hard of hearing students Accessible toilets Group and private study rooms	124 200 92 164 27 0 187 55	302 351 336 291 77 7 381 210	269 218 309 264 117 14 197 165	0 0 1 3 0 0 3	127 88 16 48 65 561 764 20 352
Exterior areas		Braille printers 3D copy machines Printed text magnifying devices Portable technologies/devices that incorporate braille Communication boards, etc.	- - - - -	81 33 91 28 106	27 8 52 9 76	2 0 0 1 2	675 744 642 747 601
Exterior areas	Other		19	57	17	3	_
Exercion areas Hundralite. transp., state life. 19 121 140 1 46 6 2 205 16 16 16 16 16 16 16 1	unior colleges						
Handraits, temps, satar lifts 19	Exterior areas	Handrails, ramps, stair lifts Braille sidewalk blocks and stickers for signage Reserved parking spaces Accessible entrances, such as automatic doors	19 13 37 29	121 46 126 94	140 61 40 112		46 205 122 91
Braille printers Framework Braille printers Framework Fr	Building interiors	Handrails, ramps, stair lifts Ensuring adequate space for wheelchair access Braille classroom signage Signal devices for deaf/hard of hearing students Accessible toilets Group and private study rooms	19 39 4 0 47 11	111 111 21 1 132 54	147 111 27 3 115 47	1 2	49 65 272 322 31 211
Exterior areas Surfacing of roads and pavement, and elimination of steps and height differentials 10 23 24 0 0	technology/devices	Braille printers 3D copy machines Printed text magnifying devices Portable technologies/devices that incorporate braille Communication boards, etc.	- - - - -	11 6 11 4 18 172	6 3 7 3 15 107	0 0 0 0 0	310 318 309 320 294
Exterior areas Handrails, ramps, stair lifts 8 25 24 0 0 0	Other		2	10	2	0	
Exterior areas Handrails, ramps, stair lifts 8 25 24 0 0 0 Braille sidewalk blocks and stickers for signage 1 3 3 13 0 440 Reserved parking spaces 10 28 16 0 3 Accessible entrances, such as automatic doors 10 21 24 0 2 Elevators 10 19 26 0 2 Handrails, ramps, stair lifts 6 25 25 0 1 Ensuring adequate space for wheelchair access 8 20 25 0 4 Braille classroom signage 1 0 4 0 52 Signal devices for deaf/hard of hearing students 0 0 0 0 57 Accessible toilets 12 23 22 0 0 Group and private study rooms 1 10 12 0 34 Audio induction loops 0 0 0 0 57 Assistive Pinted text magnifying devices - 0 0 0 56 technology/devices Portable technologies/devices that incorporate braille - 0 0 0 57 Wheelchairs, cots, etc. - 36 19 0 2	olleges of technology						
Accessible entrances, such as automatic doors 10 21 24 0 2	Exterior areas	Handrails, ramps, stair lifts Braille sidewalk blocks and stickers for signage	8 1	25 3	24 13	0	0 40
Braille printers — 0 0 0 57 3D copy machines — 2 2 0 53 Assistive Printed text magnifying devices — 0 1 0 56 technology/devices Portable technologies/devices that incorporate braille — 0 0 0 57 Communication boards, etc. — 2 3 1 51 Wheelchairs, cots, etc. — 36 19 0 2	Building interiors	Accessible entrances, such as automatic doors Elevators Handrails, ramps, stair lifts Ensuring adequate space for wheelchair access Braille classroom signage Signal devices for deaf/hard of hearing students Accessible toilets Group and private study rooms	10 10 6 8 1 0 12	21 19 25 20 0 0 23 10	24 26 25 25 4 0 22 12	0 0 0 0 0 0 0	2 2 1 4 52 57 0 34
		Braille printers 3D copy machines Printed text magnifying devices Portable technologies/devices that incorporate braille Communication boards, etc.		0 2 0 0 2	0 2 1 0 3	0 0 0 0 0	57 53 56 57 51
I I V	Other		1		0	0	

(1) Informing prospective students about accommodations on the entrance examinations that are part of the admissions process

<Overview>

- O With respect to the admissions process for the 2018 academic year, 776 schools reported that information on entrance exam accommodations was included in the entrance exam guide (printed admission application guide), and also available on the institution website.
- O With regard to the process for consulting in advance regarding accommodations during the admissions process, 523 schools reported having a campus-wide

Table 13. Informing prospective students about accommodations on entrance examinations.

Institution	s Total	University	Junior college	College of technology
Information on entrance exam accommodations is included in the entrance exam guide				
(printed admission application guide) and available on the institution website.	776	588	139	49
The website or guide includes a notice such as "Individuals with disabilities are				
asked to consult with the admissions office prior to application."	766	580	137	49
Specific accommodations are listed according to the degree of difficulty				
experienced.	12	12	0	0
Other	10	9	1	0
	10		1	
Information on entrance exam accommodations is included in the entrance exam guide				_
(printed admission application guide).	198	116	80	2
The website or guide includes a notice such as "Individuals with disabilities are				
asked to consult with the admissions office prior to application."	191	114	75	2
Specific accommodations are listed according to the degree of difficulty				
experienced.	4	2	2	0
Other	8	3	5	0
Neither the entrance exam guide (printed admission application guide) nor the website lists information related to entrance exam accommodations.	180	74	100	6
Note: Multiple answers allowed	100	/+	100	0

Note: Multiple answers allowed.

(2) Accommodations available on the entrance examinations that are part of the admissions process

<Overview>

Table 14. Available accommodations for prospective students on entrance examinations.

Exam questions were prepared in large print 571 427 123 2	(Institutions)	Total	University	Junior college	College of technology
Answer sheet was prepared in large print 559 415 124 22 Exam questions were read out loud, to which the applicant answered orally 57 50 7 Applicant answered using letters or text instead of an optical answer (bubble) sheet 148 125 21 Applicant answered using check marks 189 156 31 Extended exam time¹ 634 482 131 22 Lighting equipment was provided 444 330 94 22 Lighting equipment was provided 444 330 94 22 Special desk was used 397 321 60 11 Special desk was used 397 321 60 11 Applicant used their personal magnifying glass 744 543 166 31 Applicant used their personal hearing aid 867 622 205 44 Applicant used their personal wheelchair 938 663 226 44 Applicant used their personal crutch(es) 940 663 229 44 Applicant used their own personal crutch(es) 940 663 229 44 Instructions were provided in writing 630 484 127 11 Instructions were provided in writing 866 615 206 44 Applicant was exacted by a window with good lighting 866 615 206 44 Applicant took the exam in a room located close to a bathroom 885 636 206 206 Applicant took the exam in a private room 925 658 222 44 Exam was given in a room on the first floor 656 468 154 33 Applicant was given permission to drive to the exam site 893 637 212 44	Exam questions were prepared in braille, and the applicant answered in braille	147	129	18	0
Exam questions were read out loud, to which the applicant answered orally 57 50 7 Applicant answered using letters or text instead of an optical answer (bubble) sheet 148 125 21 Applicant answered using check marks 189 156 31 Extended exam time ¹ 634 482 131 2 Lighting equipment was provided 444 330 94 2 Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Applicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation ² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant twas seated by a window with	Exam questions were prepared in large print	571	427	123	21
Applicant answered using letters or text instead of an optical answer (bubble) sheet 148 125 21 Applicant answered using check marks 189 156 31 Extended exam time¹ 634 482 131 2 Lighting equipment was provided 444 330 94 2 Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Applicant used their personal crutch(es) 940 663 229 4 Applicant used their personal computer 196 162 32 Sign language interpretation² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant twas seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located cl	Answer sheet was prepared in large print	559	415	124	20
Applicant answered using check marks 189 156 31 Extended exam time¹ 634 482 131 2 Lighting equipment was provided 444 330 94 2 Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal bearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Applicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was g	Exam questions were read out loud, to which the applicant answered orally	57	50	7	0
Extended exam time¹ 634 482 131 2 Lighting equipment was provided 444 330 94 2 Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 plicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 <t< td=""><td>Applicant answered using letters or text instead of an optical answer (bubble) sheet</td><td>148</td><td>125</td><td>21</td><td>2</td></t<>	Applicant answered using letters or text instead of an optical answer (bubble) sheet	148	125	21	2
Lighting equipment was provided 444 330 94 2 Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Plicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation ² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was given permission to drive to the exam site 893 637	Applicant answered using check marks	189	156	31	2
Special desk was used 397 321 60 1 Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Applicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 32 Sign language interpretation ² 153 128 24 4 Instructions were provided in writing 630 484 127 1 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was given permission to drive to the exam site 893 <td< td=""><td>Extended exam time¹</td><td>634</td><td>482</td><td>131</td><td>21</td></td<>	Extended exam time ¹	634	482	131	21
Applicant used their personal magnifying glass 744 543 166 3 Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 Applicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation ² 153 128 24 Instructions were provided in writing 630 484 127 11 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Lighting equipment was provided	444	330	94	20
Applicant used their personal hearing aid 867 622 205 4 Applicant used their personal wheelchair 938 663 226 4 plicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation² 153 128 24 Instructions were provided in writing 630 484 127 11 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Special desk was used	397	321	60	16
Applicant used their personal wheelchair 938 663 226 4 plicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation ² 153 128 24 Instructions were provided in writing 630 484 127 17 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant used their personal magnifying glass	744	543	166	35
plicant used their personal crutch(es) 940 663 229 4 Applicant used their own personal computer 196 162 32 Sign language interpretation² 153 128 24 Instructions were provided in writing 630 484 127 19 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant used their personal hearing aid	867	622	205	40
Applicant used their own personal computer 196 162 32 Sign language interpretation ² 153 128 24 Instructions were provided in writing 630 484 127 1 Applicant was seated by a window with good lighting 866 615 206 4 Applicant took the exam in a room located close to a bathroom 885 636 206 4 Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant used their personal wheelchair	938	663	226	49
Sign language interpretation215312824Instructions were provided in writing63048412719Applicant was seated by a window with good lighting8666152064Applicant took the exam in a room located close to a bathroom8856362064Applicant took the exam in a private room9256582224Exam was given in a room on the first floor6564681543Personal assistant was provided34526275Applicant was given permission to drive to the exam site8936372124	plicant used their personal crutch(es)	940	663	229	48
Instructions were provided in writing Applicant was seated by a window with good lighting Applicant took the exam in a room located close to a bathroom Applicant took the exam in a private room Applicant took the exam in a private room Personal assistant was provided Applicant was given permission to drive to the exam site 630 484 127 10 10 10 11 11 11 12 11 12 11 12 12	Applicant used their own personal computer	196	162	32	2
Applicant was seated by a window with good lighting Applicant took the exam in a room located close to a bathroom Applicant took the exam in a private room Applicant took the exam in a private room Personal assistant was provided Applicant was given permission to drive to the exam site 866 615 206 4 4 4 636 617 620 75 Applicant was given permission to drive to the exam site 893 637 212 4	Sign language interpretation ²	153	128	24	1
Applicant took the exam in a room located close to a bathroom Applicant took the exam in a private room Personal assistant was provided Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Instructions were provided in writing	630	484	127	19
Applicant took the exam in a private room 925 658 222 4 Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant was seated by a window with good lighting	866	615	206	45
Exam was given in a room on the first floor 656 468 154 3 Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant took the exam in a room located close to a bathroom	885	636	206	43
Personal assistant was provided 345 262 75 Applicant was given permission to drive to the exam site 893 637 212 4	Applicant took the exam in a private room	925	658	222	45
Applicant was given permission to drive to the exam site 893 637 212 4	Exam was given in a room on the first floor	656	468	154	34
	Personal assistant was provided	345	262	75	8
Other 218 179 30	Applicant was given permission to drive to the exam site	893	637	212	44
	Other	218	179	30	9

Notes: Multiple answers allowed. Additionally, in some cases, institutions may not report accommodations as being possible to provide when they have no experience with providing those accommodations, and have never considered them for possible provision.

O With respect to allowed accommodations during the admissions process for the 2018 academic year, "use of crutches" was the most common, reported by 940 schools. Following this was "use of wheelchair" (938 schools), and "private testing room" (925 schools). (Note: refer to p. 69 of "Entrance exam accommodations" for a definition of "accommodations.")

¹See"Extended exam time and/or testing in a private room" on p. 69 for information on extended exam time.

²For information on "sign language interpretation," see the relevant item on p.72.

(3) Number of newly enrolled students, etc. with disabilities, by disability type

Table 15. Number of newly enrolled students, etc. with disabilities, by disability type

Asterisk denotes individuals provided with testing accommodations

	Number of individuals with disabilities	to applying Number of individuals with	*Number of individ.	who took the entrance exam of indivia.	Who were adhities *Number of indivi-	Number of individuals	Who took the entrance exam Number of individuals	who were admitted Number of individuals.
	ber of inc consulted	ber of ind	$^{nber\ of\ in}$	wh	nberofin	ber of ing	whc ber of ind	ber of ind
Total	5,038	5,110	4,883	1,990	1,516	4,308	1,505	1,065
Visual impairment	238	284	279	154	127	244	132	104
Blind	47	49	48	34	31	40	29	26
Low vision	191	235	231	120	96	204	103	78
Hearing or speech/language impairment	1,346	1,306	1,266	492	369	1,192	441	329
Deaf	345	349	339	134	110	321	128	103
Hard of hearing	992	948	918	353	255	866	312	225
Speech/language impairment only	9	9	9	5	4	5	1	1
Orthopedic impairment	767	800	777	337	288	688	257	208
Functional impairment of upper extremity	57	58	51	29	24	38	17	12
Functional impairment of lower extremity	328	338	329	137	121	293	104	89
Functional impairment of upper and lower extremities	289	282	278	107	96	253	85	73
Other functional impairment	93	122	119	64	47	104	51	34
Health impairment or chronic disease/conditions	574	602	580	257	207	472	157	113
Health impairment including visceral impairment	440	463	450	194	154	366	116	82
Other chronic disease/condition	134	139	130	63	53	106	41	31
Multiple (physical) disabilities	119	114	107	50	48	97	39	37
Developmental disorder	653	644	610	275	198	476	165	94
Specific learning disorder	52	47	47	20	12	38	13	7
Attention-deficit/hyperactivity disorder	147	160	153	60	37	130	38	18
Autism spectrum disorder	265	268	255	130	101	188	70	42
Multiple developmental disorders	189	169	155	65	48	120	44	27
Mental disorder	627	666	631	222	168	532	134	86
Schizophrenia and related disorders	43	44	42	27	23	19	5	3
Mood disorders	30	46	40	30	26	14	4	2
Neuroses and related disorders	357	359	345	103	69	316	80	48
Eating and sleep disorders	13	13	12	10	9	5	3	2
Other mental disorder	184	204	192	52	41	178	42	31
Other disability	714	694	633	203	111	607	180	94

 $Note: \textit{Numbers of prospective students who consulted about accommodations, and numbers of examinees, are \textit{as-is figures reported by schools.} \\$

<Overview>

OWith respect to new incoming students with disabilities in the 2018 academic year, universities reported that most students with disabilities were in the category of "hearing or speech/language impairment," while junior colleges reported that most were in the "health impairment or chronic disease/conditions" category. Colleges of technology reported that most of their incoming students with disabilities were in the "developmental disorder" category.

<Overview>

Table 16. Graduation rates and employment rates, by disability type

	Number of students with disabilities in their final year	Number of students with disabilities graduated as of March 31, 2018	Number of graduates seeking employment ¹	Number of graduates who obtained employmen?	Graduation rate (%)	Proportion of graduates seeking employment (%)	Employment rate (%)
Total	6,165	4,609	3,377	2,684	74.8	73.3	79.5
Visual impairment	138	118	81	64	85.5	68.6	79.0
Blind	18	16	8	4	88.9	50.0	50.0
Low vision	120	102	73	60	85.0	71.6	82.2
Hearing or speech/language impairment	410	360	290	256	87.8	80.6	88.3
Deaf	150	125	106	101	83.3	84.8	95.3
Hard of hearing	247	222	174	146	89.9	78.4	83.9
Speech/language impairment only	13	13	10	9	100.0	76.9	90.0
Orthopedic impairment	520	455	341	279	87.5	74.9	81.8
Functional impairment of upper extremity	83	74	61	52	89.2	82.4	85.2
Functional impairment of lower extremity	188	169	122	101	89.9	72.2	82.8
Functional impairment of upper and lower extremities	153	129	94	76	84.3	72.9	80.9
Other functional impairment	96	83	64	50	86.5	77.1	78.1
Health impairment or chronic disease/conditions	1,582	1,389	1,089	962	87.8	78.4	88.3
Health impairment including visceral		,					
impairment	755	655	496	440	86.8	75.7	88.7
Other chronic disease/condition	827	734	593	522	88.8	80.8	88.0
Multiple (physical) disabilities	68	54	42	25	79.4	77.8	59.5
Developmental disorder	1,206	823	583	398	68.2	70.8	68.3
Specific learning disorder	32	22	14	12	68.8	63.6	85.7
Attention-deficit/hyperactivity disorder	290	184	148	116	63.4	80.4	78.4
Autism spectrum disorder	719	521	352	226	72.5	67.6	64.2
Multiple developmental disorders	165	96	69	44	58.2	71.9	63.8
Mental disorder	1,930	1,148	760	535	59.5	66.2	70.4
Schizophrenia and related disorders	220	118	80	49	53.6	67.8	61.3
Mood disorders	645	347	225	161	53.8	64.8	71.6
Neuroses and related disorders	627	387	242	175	61.7	62.5	72.3
	100		7.1	50	70.2	72.0	72.2
Eating and sleep disorders Other mental disorder	138 300	97 199	71 142	52 98	70.3 66.3	73.2 71.4	73.2
Other disability	311	262	191	165	84.2	72.9	86.4

¹See "Graduates seeking employment" on p. 70 for a definition of "graduates seeking employment."

Of the 6,165 students with disabilities enrolled in on-campus undergraduate programs and in their final year* of study as of May 1, 2017, 4,609 graduated in the 2017-18 academic year (concluded March 31, 2018).

^{*}For a definition of "final year," see "Final Year" on page 69.

²See "Graduates who obtained employment" on p. 70 for a definition of "graduates who obtained employment."

Notes:

- 1. Graduation rate: number of graduating students/number of students in final year of study X 100 (%)
- $2.\ Proportion\ of\ graduates\ seeking\ employment/number\ of\ graduates\ X\ 100\ (\%)$
- 3. Employment rate: number of graduates who obtained employment/number of graduates seeking employment X 100 (%)

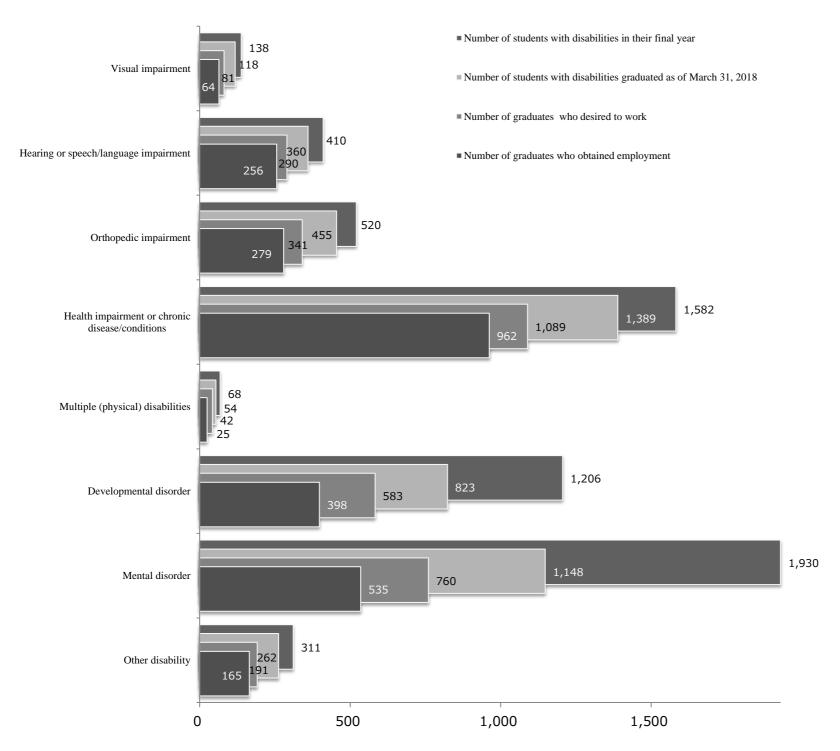


Figure 3. Graduates in the 2017-18 academic year

Survey Form

The 2018-19 Survey on Academic Accommodations and Supports for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology in Japan (Form for use by universities [including graduate schools, graduate universities, and specialized graduate programs])

1. Institution in	nformation								
(1) Institution na		y locatio	n						
	Sc	hool name	,	F	Prefecture of primary loc	ation	No.		
(2) Total student	enrollment								
Pı	rograms		Total students enrolled in 2018-19 academic year	studer	er of newly enrolled nts in the 2018-19 cademic year	18-19 the 2017-18 academic			
Undergraduate	on-campus								
	distance/online								
Graduate	on-campus								
	distance/online								
Specialized gradua	ate								
	Total		0		0		0		
If the number of	School is no lo	onger adn	s or all graduates is "zero," sel	(year).	plicable reason from		g.		
	501		nenced operations in	(year), so	there are no graduates	yet.			
	Other (specify)								
(3) Name of office	ce (person) coi	npleting	this questionnaire						
Departn	nent			Person in	charge				
					furigana				
		Position		Name					
	Postal co	de			Address				
	1 ostar co	de		•	rudi 033				
Contact information									
	Phone num	ıber	Fax number		E-mai	11			
(4) Primary offic	e (person) resp	onsible	for support for students with o	lisabilities	3				
Departn	nent			Person in	charge				
-					furigana				
		Position		Name	J				
	Postal co	de			Address				
	r Ostai CO				nucles				
Contact information									
	Phone num	ber	Fax number		E-mai	il			

2. Support structure
(1) Procedures and guidelines on the Act on the Elimination of Discrimination against Persons with Disabilities: Please enter "1" beside the answer that best describes your institution's guidance based on the Act, basic policies, or rules and regulations regarding support for students with disabilities (e.g., rules and regulations for committees, offices, and persons responsible for admissions, or for those involved with providing accommodations/support).
i. Guidelines, basic policies, or rules and regulations are established.
i-a. They are available on the institution's website.
ii. Guidelines, basic policies, or rules and regulations are scheduled to be established by the end of the 2018 academic year.
iii. No Guidelines, basic policies, or rules and regulations have been established.
(2) Committees established for supporting students with disabilities: Please enter "1" beside the answer that best describes the committee at your institution that addresses support for students with disabilities, and provide information on the person who heads the committee in the space below.
i. The institution has a dedicated committee (e.g., committee for students with disabilities, committee on accessibility, disability services council).
Committee name
Position (university vice president, dean, etc.) of committee head (chair, etc.)
ii. The institution does not have a dedicated committee; another committee performs the relevant functions (e.g., student affairs committee).
Committee name
Position (university vice president, dean, etc.) of committee head (chair, etc.)
iii. The institution does not have a committee that addresses support for students with disabilities.
(3) Third-party conflict resolution: Please enter "1" beside the answer that best describes any independent body at your institution, separate from the disability support services office, that is responsible for conflict prevention and resolution of

i. The institution has an independent, specialized body that addesses with conflict resolution.
ii. The institution has another body that performs that role (e.g., harassment committee). Name of body:
iii. The institution does not have an independent body for addressing conflicts.

Number

Number

4) Disability support services office (personnel)) Please enter "1" beside the answer that best describes the office/body at your institution that handles tasks and selated to support for students with disabilities.	ervices
i. The institution has a dedicated department/body (e.g., center for disability support services, accessibility support	rt office).
Department/body name	
ii. The institution does not have a dedicated department/body, but has another department/body that performs that (e.g., student affairs office, school health center/office).	t role
Department/body name	
iii. The institution does not have a department/body responsible for tasks and services related to support for stude disabilities.	ents with
2) Below, please report the number of personnel, if any, who are involved with providing supports and services to students with disabilities at your institution.	d l
i. Dedicated personnel	Number
a. Coordinator who works exclusively with students with disabilities	
	1
b. Counselor who works exclusively with students with disabilities	
b. Counselor who works exclusively with students with disabilities c. Physician who works exclusively with students with disabilities	
c. Physician who works exclusively with students with disabilities	

a. Coordinator who works with students with disabilities in addition to performing other duties

b. Counselor who works with students with disabilities in addition to performing other duties

c. Physician who works with students with disabilities in addition to performing other duties

f. Faculty member who works with students with disabilities in addition to performing other duties

b. Personnel with specialized skills (e.g., sign language interpreters, notetakers) who are commissioned to

a. Physicians, counselors, etc. hired on a contract basis from outside the institution

d. Faculty/staff member with specialized support skills (e.g., sign language interpretation, braille transcription) who works with

e. Administrative staff member who works with students with disabilities in addition to performing other duties

g. Other

g. Other

iii. External personnel

c. Other (describe)

ii. Personnel shared with other departments

students with disabilities in addition to performing other duties

provide services on an as-needed basis

	e to students with disabilities when they wish to request support, etc.? Please enter "1" beside the answer that best the point of contact at your institution and how students are informed about it.						
	i. The institution has a point of contact for consultations, such as for requesting supports and services.						
	a. Students are informed about the point of contact by means of handbooks, brochures, or websites.						
	b. The institution has a point of contact, but students are not actively informed about it.						
	ii. The institution does not have a point of contact for consultations, such as for requesting supports and services.						
_	a. There is no primary point of contact, and students are informed that consultation services are available at existing offices.						
	b. There is no primary point of contact, and students are not actively informed about available consultation services.						
6) Procedures for responding to requests for supports and services: Please enter "1" beside the answer that best describes our institution's procedures for responding to students with disabilities requesting support/service or seeking consultation.							
	i. The institution has a manual that stipulates procedures for responding to students with disabilities.						
	ii. Procedures are included in the guidlines related to the Act on the Elimination of Discrimination against Persons with Disabilities.						
	iii. The institution does not have any type of document that stipulates procedures for responding to students with disabilities.						

(5) Point of contact for students with disabilities: Does your institution have a primary point of contact that is easily

(7) Status of facilities and equipment related to the presence of students with disabilities: Please enter "1" in the box that best describes the status of the following campus facilities and equipment essential to student life are available at your institution.

		Available throughout campus	Available where currently needed	Available in limited parts of the campus; inadequate overall	Under construction/in preparation, or will be available by the end of the school year	Not available
	a. Surfacing of roads and pavement, and elimination of steps and changes in level					
i. External	b. Handrails, ramps, stair lifts					
areas	c. Tactile paving and stickers for signage					
	d. Reserved parking spaces					
	a. Accessible entrances, such as automatic doors					
	b. Elevators					
	c. Handrails, ramps, stair lifts					
ii. Building	d. Ensuring adequate space for wheelchair access					
interiors	e. Tactile classroom signage					
	f. Signal devices for deaf/hard of hearing students					
	g. Accessible toilet facilities					
	h. Group and private study rooms					
	i. Audio induction loops					
		Available throughout campus	Available where currently needed	Available in limited parts of the campus; inadequate overall	Under construction/in preparation, or will be available by the end of the school year	Not available
	a. Braille printers					
:::	b. Tactile Graphic Maker					
iii. Assistive	c. Printed text magnifying devices					
technology/ devices	d. Portable technologies/devices that incorporate braille or tactile elements					
devices	e. Communication boards, etc.					
	f. Wheelchairs, cots, etc.					
	11 (111001011111111), 0010, 0001					
Other						

(8) Students providing support (e.g., notetakers): Please enter "1" beside the answer that best describes the status of students providing supports to students with disabilities at your institution. Note: Boxes a. through g. refer to the number of students involved; place a "1" in the appropriate box.

	1. The in		who provide su	pport;	these students are registered with a progra	ım run by tl	ne
		A. Paid	a. 1~5		b. 6∼10		
	E	3. Unpaid	c. 11~20		d. 21∼30		
	C	C. Other	e. 31~40		f. 41~50		
	C. Detail	ls of "Other"	g. 51 or more				
					other than those listed in 1. above.		
		ition has students prov 1 run by students.	viding support vi	a a vol	untary		
	P	A. Paid	a. 1∼5		b. 6∼10		
	F	3. Unpaid	c. 11~20		d. 21∼30		
	C	C. Other	e. 31~40		f. 41~50		
	C. Detail	ls of "Other"	g. 51 or more				
	ii) The ii	nstitution has students	providing suppo	ort who	o are dispatched from other institutions.		
		A. Paid	a. 1~5		b. 6∼10		
		3. Unpaid	c. 11~20		d. 21∼30		
		C. Other	e. 31~40		f. 41~50		
		ls of "Other"	g. 51 or more				
	C. Betan						
	:::\ TPL -		4	4	ad and an		
		institution has studen ents listed in 2-i. and 2	_	ıpport	other than		
					supports as part of coursework. In addition, if	these suppo	orts are
	provided	for credit or are a factor	or in grading, pleas	se selec	et "C. Other" and list details.		
	Describe	the students in 2-iii. (e	.g., students provi	de sup	ports as an assignment in an advanced semina	ar class).	
	P	A. Paid	a. 1∼5		b. 6∼10		
	E	3. Unpaid	c. 11~20		d. 21∼30		
		C. Other	e. 31~40		f. 41~50		
	C. Detail	ls of "Other"	g. 51 or more				
List d	otails of s	Support activities cond	luotad by the stu	donta	reported in 1. or 2. (2-i., 2-ii., or 2-iii.) abo	NVO.	
		re multiple activities,			eported iii 1. 01 2. (2-1., 2-11., 01 2-111.) a00	ve.	
	2 1	ution document	. danta 1	: 4 -	and the second s		
	3. Institu	uuon does not have st	udents who prov	iae suj	pport (support is not provided by students)).	

. Activities and programs							
If your institution conducts any of the following activities or programs, enter a "1" in box.	the corresponding						
i. Programs to prevent occurrences of unfair discrimination and/or harassment base	ed on disability.						
a. Workshops/training for faculty and staff							
b. Workshops/training for students							
c. Distribution of brochures, etc.							
d. Other							
ii. Programs to increase understanding of social barriers, and facilitate the provision of reasonable accommodations							
a. Workshops/training for faculty and staff							
b. Workshops/training for students							
c. Distribution of brochures, etc.							
d. Other							
iii. Public dissemination of information related to support (viewable by the general public on the institution's website)							
a. Point of contact for consultation							
b. Procedures for requesting support							
c. Process for determining support							
d. Explanation of specific classroom and other supports							
e. Number of currently enrolled students with disabilities							
f. Number of currently enrolled students with disabilities to whom support is provided							
g. Campus accessibility maps							
h. Other							

	iv. Employment support and career education for students with disabilities	
	a. Collaboration with external agencies, provision of information on available supports	
	b. Provision of accommodations during general career guidance and seminars	
	c. Career guidance and seminars specifically for students with disabilities	
	d. Development of internship and employment opportunities, collaboration with employers	
	e. Other	
	7	
	v. Collaboration with other institutions	
	List the names of institutions with which your institution collaborates, and the details of control of the details of the	
	and/or the names of networks (run by educational institutions) in which your institution p and details of network activities.	articipates,
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vi. Collaboration with external agencies	
List the names of collaborating agencies, such as consultation and support agencies, and companies; also provide details of collaboration.	agencies, training
title/ content	
vii. Consultations and informal meetings (for students with disabilities and	support staff)
viii. On-campus training for faculty (e.g., faculty development) on supporti	
disabilities	
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ix. On-campus training for administrative/technical staff (e.g., staff d supporting students with disabilities	levelopment) on
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	Target audience
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	Target audience
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x. Number of faculty or staff sent to off-campus trainings on supported disabilities	ing students with
7	ing students with
7	number of persons sent
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xi. Training for students on supporting students with disabilities	s (e.g., notetaker training)
	number of trainings
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title/	number of trainings
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tiela/	number of trainings
title/ content	
	number of trainings
title/	
content	number of trainings
title/	
content	
xii. Distribution of support manuals and brochures, etc.	
xiii. Provision of information to prospective students at "open c	campus" and other events
xiv. Informing students about rights and responsibilities on requ	uesting disability support
services, and providing examples of supports provided in the pa	
orientations	, 8
xv. Public lectures or other events related to supporting students	s with disabilities
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xvi. Classes on support for students or persons with disabilities (e	.g., volunteer theory)
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4	. Accommodations during the admissions process
	1) Informing prospective students about accommodations on the entrance examinations that are part of the dmissions process
	i. Information on entrance exam accommodations is included in the entrance exam guide (printed admission application guide). a. The guide includes a notice such as "Individuals with disabilities are asked to consult with the admissions office prior to application." b. Specific accommodations are listed according to the degree of difficulty experienced.
	ii. Information on entrance exam accommodations is available on the institution website, or the website contains the entrance exam guide, which lists a. The website or guide includes a notice such as "Individuals with disabilities are asked to consult with the admissions office prior to application." b. Specific accommodations are listed according to the degree of difficulty experienced.
	c. Other iii. Neither the entrance exam guide (printed admission application guide) nor the website lists information related to entrance exam accommodations.
	2) Process for prior consultation regarding accommodations on the entrance examinations that are part of ne admission process
	i. Consultations are provided upon request. ii. An institution-wide deadline for consultations has been established (specify below). a. Until the admission application deadline b. Until the day before application deadline the exam
	c. Other

iii. The process differs depending on the faculty/department, or format of examination.

iv. No explicit announcement is made, but consultations are provided if requested.

(3) Accommodations on the entrance examinations that are part of the admissions process

 Accommodations that were implemented, or implemented if requested. 	r accommodations that would have been
A. Exam given in braille, and answered in braille	M. Applicant used own crutch(es)
B. Exam questions in large print	N. Use of personal computer/laptop
C. Answer sheet in large print	O. Sign language interpretation
D. Exam questions read out loud, and answered orally	P. Instructions in writing /written communication
E. Text/letter response instead of a scantron sheet	Q. Seating by a window for good lighting
F. Use of check marks for response	R. Arrangement of the exam room near a bathroom
G. Extended exam time	S. Use of a private exam room
H. Provision of lighting equipment	T. Alternate exam room on the first floor
I. Provision of special desk	U. Provision of a personal care assistant
J. Use of personal magnifying glass	V. Permission to drive to exam site
K. Use of personal hearing aid	W. Other (specify below)
L. Use of own wheelchair	
Details of accommodations	
2	
2	
3	
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5	
6	
7	
8	
9	
10	
ii. Cannot answer, as no accommodations were requestimplementation.	ted, and therefore none were considered for potential

5. Number of newly enrolled students, etc.
(1) Number of persons with disabilities newly enrolled, etc.

Report the number of individuals with disabilities who consulted with your institution prior to applying, the number who applied, the number who took the entrance exam, the number who were offered admission, and the number who were identified as having a disability after enrollment). Furthermore, for individuals who took the entrance exam, those who were

						vi. For When	r each o reporti	of iii. tl ing ind	through v dividuals	v., the 1 s in vi.,	numbe , please	er of indi se use the	ndividuals the table in	prov (2)	ided wi	with testi dicate the	sting acc he types	commo of acc	nmodations accommod	s dations	provid	led.				
		gui				Under	graduate	te (on-c	(sambus)																	
		Aldde (Special	l entranc	se exam					по	Entrance other thar	exams in special	ָ נ	Undergra	duate	Grad	luate (o	-i	Gradus	ate	Ž	on-degr	ee
		ot roirq noitu				Admis	sions offi	fice I	Entrance e	exam by	Spe exa app diss	ecial entrancum for blicants with	o	entrance examinatic (includes s entrance ex	ations es standa e exams)	2 9	rogram)		cam	pus pro	gram)	program)	m) (m)	id d	ogram	_
	Category	i. Total number of individuals with disabilities who consulted with the institu	ii. Total number of individuals with disabilities who applied	iii. Total number of individuals with disabilities who took the entrance exam iv. Total number of individuals with disabilities who were offered admission	v. Total number of individuals with disabilities who enrolled	Number of individuals with disabilities who took the entrance exam	Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who were offered admission Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who took the entrance exam	Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who took the entrance exam	Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who were offered admission Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who took the entrance exam	Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who took the entrance exam	Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled	Number of individuals with disabilities who were offered admission Number of individuals with disabilities who were offered admission	Number of individuals with disabilities who enrolled
Visual impairment	Blindness Low vision																									
Hearing or speech/language impairment	Deafness Hard of hearing																									
Orthopedic impairment	nctional impairment of upper nctional impairment of lowencional impairment of upper																									
	extremities Other functional impairment Health impairment including visceral impairment															+										++
	chronic disease/condition	0	0	0	0 0	0	0	0	0	0	0	0 0	0	0	0	0	0	0	0	0 (0	0	0	0	0	0
Health impairment or chronic disease/conditions	3																									
Two or more physic		+	+	+				+	+	+	\perp		\top	+	+	+	+	+	\bot					+		
Developmental disorder	N A A F																									
	disorde ses and g and sk																									
ontal disorder	Other mental disorder 1 2 3 4	0	0	0	0	0	0	0	0	0		0	0	0	0	0	0	0	0	0	0	0	0			
her disability \$\frac{1}{2} \text{B}	ea Ea	0	0	0	0 0	0	0	0	0	0	0	0 0	0	0	0	0	0	0	0	0 0	0	0	0	0	0	0
1 2 % 4 %																										
Note: In the follow Developmental disorders (not diagnosed by		undiag	gnosed	by a p	hysicia	n, requ	ested a	comir	odation	is based	d on th	e belief	that a	develo	oment	al diso	rder ex	isted.						$H \longrightarrow$		
ysician, out commodations ovided)	Autism spectrum disorder Unspecified		+					+	+				\dagger		+	+	+	+	\downarrow					_		+

(2) For individuals reported in (1) vi., please enter "1" in the box corresponding to the testing accommodations provided.

V. Other V. Permission to drive to exam site J. Provision of a personal care assistant . Alternate exam room on the first floor . Use of a private exam room R. Arrangement of the exam room near a bathroom Q. Seating by a window for good lighting 2. Instructions in writing /written communication O. Sign language interpretation N. Use of personal computer/laptop M. Applicant used their personal crutch(es) .. Use of own wheelchair Z. Use of personal hearing aid Use of personal magnifying glass Special desk was used d. Lighting equipment was provided j. Extended exam time . Use of check marks for response L. Text/letter response instead of a scantron sheet O. Exam questions read out loud, and answered orally Answer sheet in large print 3. Exam questions in large print A. Exam given in braille, and answered in braille Two or more physical impairments

43

Note: If there are no accommodations to report in (2), report details of other accommodations provided, by disability type. If multiple accommodations were provided for a single disability, enter all that apply in the same column.

Vanial impulment: Bindaless Stead impulment: Bindaless Stead impulment: Law vision Silventy or eyes-belinguage impulment: Decliness Hearing or eyes-belinguage impulment: Stead-belinguage impulment only Selecting or eyes-belinguage impulment: Stead-belinguage impulment only Selectinguage impulment: Stead-belinguage impulment of types currently Selectinguage impulment: Functional impulment of types currently Selectinguage impulment: Punctional impulment of types currently Selectinguage impulment: Securities or chronic illness: Psyciatal beath Selectinguage impulment of the functional impulment of types currently Selectinguage impulment of the functional impulment of types currently Selectinguage impulment of the functional impulment of types currently Selectinguage impulment of types currently		Disability type	Details of accommodations provided
	1	Visual impairment: Blindness	
	2	Visual impairment: Low vision	
	3	Hearing or speech/language impairment: Deafness	
	4		
	5	Hearing or speech/language impairment: Speech/language impairment only	
	9	Orthopedic impairment: Functional impairment of upper extremity	
	7	Orthopedic impairment: Functional impairment of lower extremity	
	∞	Orthopedic impairment: Functional impairment of upper and lower extremities	
	6	Orthopedic impairment: Other functional impairment	
	10	Physical health impairment/condition or chronic illness: Physical health impairment/condition	
	11	Physical health impairment/condition or chronic illness: Other chronic illness	
	12	Two or more physical impairments	
	13	Developmental disorder: Specific learning disorder	
	14	Developmental disorder: Attention-deficit/hyperactivity disorder	
	15	Developmental disorder: Autism spectrum disorder	
	16		
	17	Mental disorder: Schizophrenia and related disorders	
	18	Mental disorder: Mood disorders	
	19	Mental disorder: Neuroses and related disorders	
	20		
	21	Mental disorder: Other mental disorder	
	22	Other disability	
	23	Undiagnosed, but believed to have a developmental disorder, and accommodations provided: Specific learning disorder	
	24	Undiagnosed, but believed to have a developmental disorder, and accommodations provided: Attention-deficit/hyperactivity disorder	
	25	Undiagnosed, but believed to have a developmental disorder, and accommodations provided: Autism spectrum disorder	
	26		

6. Graduates in the 2017-18 academic year
(1) Number of students with disabilities in on-campus undergraduate programs either in their final year or graduated.

						<u> </u>																	0
iii. Number of graduates reported in ii. who were seeking employment																							
ii. Number of students with disabilities graduated, as of March 1, 2018																							0
i. Number of students with disabilities in their final year as of May 1, 2017																							0
Disability type	Blindness	Low vision	Deafness	Hard of hearing	Speech/language impairment only	Functional impairment of upper extremity	Functional impairment of lower extremity	Functional impairment of upper and lower extremities	Other functional impairment	Health impairment including visceral impairment	Other chronic disease/condition	impairments	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Two or more developmental disorders	Schizophrenia and related disorders	Mood disorders	Neuroses and related disorders	Eating and sleep disorders	Other mental disorder		Total
	Vicial imagination	visual impairment	3 9 9	nearing or speech/language impairment			Orthopedic	impairment		Health impairment or	disease/conditions	Two or more physical impairments		Developmental	disorder				Mental disorder			Other disability	

Note: Number of graduates believed to have developmental disorders to whom any supports were provided.

0 0	0	Total	
		Unspecified	provided)
		Autism spectrum disorder	physician, but accommodations
		Attention-deficit/ nyperactivity disorder	disorders (not diagnosed by
		Specific learning disorder	Developmental

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2) Graduates with disab
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		a. Number	of graduates	pursuing	further education	tion				(Биіг	lsoil			
	Disability type	mergorq əfaduəty gradinu .A	B. University undergraduate program	C. Junior college regular program	D. Advanced program	E. Special short-term program	i) Total number of graduates pursuing further education	ii) Graduates pursuing further education who are also employed	b. Graduates who obtained employment (exclu those in ii. Graduates pursuing further education who are employed)	c. Clinical interns (including those scheduled to undertake clinical training)	d. Graduates admitted to specialized training colleges, overseas schools, and education/train institutions	e. Graduates admitted to social welfare or med facilities	f. In temporary employment	g. Other than a. through f.*	h. Status unknown, or deceased
	Blindness														
Visual impairment	Low vision						0								
	Deafness						0								
Hearing or speech/language impairment	Hard of hearing						0								
	Speech/language impairment only						0								
	Functional impairment of upper extremity						0								
Orthopedic	Functional impairment of lower extremity						0								
impairment	Functional impairment of upper and lower extremities						0								
	Other functional impairment						0								
Health impairment or	Health impairment including visceral impairment						0								
disease/conditions	Other chronic disease/condition						0								
Two or more physical	physical impairments						0								
	Specific learning disorder						0								
Developmental	Attention-deficit/hyperactivity disorder						0								
disorder	Autism spectrum disorder						0								
	Two or more developmental disorders						0								
	Schizophrenia and related disorders						0								
	Mood disorders						0								
Mental disorder	Neuroses and related disorders						0								
	Eating and sleep disorders						0								
	Other mental disorder						0								
Other disability							0								
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*Other than a. through f.: reported in this category w	*Other than a. through f.: Graduates who are known to be neither in school nor employed, such as those who live wi reported in this category when it is clear that they are neither in school nor employed.	neither in s her in schoo	school nor en I nor employ	nployed, sucled.	h as those v		th their fam	th their families in order to help around the house.	r to help ar	ound the ho		Graduates whose specific status is not known are	specific sta	tus is not k	nown are
Below: Outcomes	s for graduates believed to have		developmental di	disorders, to	to whom a	any suppo	rts	were provided.							
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	h. Status unknown, or deceased					0 0
	g. Other than a. through f.)
	f. In temporary employment					0
lical	e. Graduates admitted to social welfare or mec facilities					0
биі	 draduates admitted to specialized training colleges, overseas schools, and education/train institutions 					0
	c. Clinical interns (including those scheduled to undertake clinical training)					0
B. University graduate program B. University graduate program C. Junior college regular program D. Advanced program E. Special short-term program i) Total number of graduates pursuing further education who are also employed b. Graduates pursuing further education who are also employed c. Clinical interns (including those scheduled to modertake clinical training) c. Clinical interns (including those scheduled to nudertake clinical training) d. Graduates admitted to specialized training) colleges, overseas achools, and education/training institutions d. Graduates admitted to specialized training training training colleges, overseas schools, and education/training institutions	0					
	0					
	0					
	0					
further educ	ris	0				
s pursuing		0				
A. University graduate program B. University undergraduate program C. Junior college regular program D. Advanced program D. Advanced program E. Special short-term program	0					
a. Number	A. University graduate program					0
	Type of disability	Specific learning disorder	rders (not Attention-deficit/hyperactivity disorder	ian, but Autism spectrum disorder	led) Unspecified	Total

	Total		0		0	0		0 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other disability		0																													
	Other mental disorder		0																													
	Eating and sleep disorders	0	0																													
Mental disorder	Neuroses and related disorders	0	0																													
	Mood disorders	0	0																													
	Schizophrenia and related disorders	0	0																													
	Two or more developmental disorders	0	0																													
	Autism spectrum disorder	0	0																													
Developmental disorder	Attention-deficit/hyperactivity disorder	0	0																													
	Specific learning disorder	0	0																													
	Two or more physical impairments	0	0																													
disease/conditions	Other chronic disease/condition	0	0																													
Health impairment or chronic	Health impairment including visceral impairment	0	0																													
	Functional impairment of trunk or mobility impairment	0	0				\top																									
	Functional impairment of upper and lower extremities	0	0																													
Orthopedic impairment	Functional impairment of lower extremity	0	0																													
	Other functional impairment	0	0																													
	Speech/language impairment only	0	0																													
Hearing or speech/language impairment	Barine of hearing	0	0																													
	Deafiness	•	0																													
	noisiv wo.J	0	0																													
Visual impairment	Blindness	•	0																													
	Category	of students with disabilities in all on-campus undergraduate programs	Number of these students receiving support	Number of newly enrolled students with disabilities in the 2018-19 academic year	Number of these students receiving support	udents on academic leave (a		Number of students whose years of enrollment exceed the minimum required years of study Number of these students receiving support	equin	umanities Number of these students receiving support		ocial sciences Number of these students receiving support	Number of students with disabilities	Science Number of these students receiving support		Engineering Number of these students receiving support	Number of students with disabilities	Agriculture Number of these students receiving support	Number of students with disabilities ealth sciences (medicine	and dentistry) Number of these students receiving support	Scie			Commercial shipping Number of these students receiving support		ome economics Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Arts Number of these students receiving support	Number of students with disabilities	Number of these students receiving support
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	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other disability									0	0											0	0
	Other mental disorder									0	0												
	Eating and sleep disorders									0	0				\								
Mental disorder	Neuroses and related disorders									0	0						<u> </u>						
	Mood disorders									0	0												
	Schizophrenia and related disorders									0	0											<u></u>	
	Two or more developmental disorders		\																			0	0
rapiosin immaniquavad	Autism spectrum disorder				<u></u>																	0	0
- Developmental disorder	Attention-deficit/hyperactivity disorder																					0	0
	Specific learning disorder									<u></u>												0	0
	Two or more physical impairments									0	0											0	0
chronic disease/conditions	Other chronic disease/condition									0	0											0	0
Health impairment or	Health impairment including visceral impairment									0	0											0	0
	Functional impairment of trunk or mobility impairment									0	0											0	0
Orthopedic impairment	Functional impairment of upper and lower extremities									0	0											0	0
tuemrieumi SibenodiriO	Functional impairment of lower extremity									0	0											0	0
	Other functional impairment									0	0											0	0
	Speech/language impairment only									0	0											0	0
Hearing or speech/language impairment	garing April 10 bash									0	0											0	0
	Deafness									0	0											0	0
-Visual impairment	noisiv wo.J									0	0											0	0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Blindness									0	0											0	0
	Category	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support	Number of students with disabilities	Number of these students receiving support
			Specific learning disorder		Attention-deficit/hyperactivity disorder	Antiemen	mnaeds menney	Tuo or more davelonmental disorders	o o o o		i Otali	Schizonhrenia and related disorders		Mood disorders		on both proposed to	ineuroses and related disorders	,	ibinatio Eating and sleep disorders	of Lotnores	Other mental disorder	·	Total

8. Breakdown of students reported under "other chronic disease/condition" among those with a health impairment or chronic disease/conditions

If you reported students under "other chronic disease/condition" among those with a health impairment or chronic disease/conditions on sheet 7. "Students with disabilities," report in the corresponding program table below the field of study (major), condition breakdown (specific diagnosis), number of students with disabilities, and number of students with disabilities receiving support.

(1)Undergraduate (on-campus)

Breakdown of students reported under	A	В
Field of study (major) "other chronic disease/condition"		
Notes Classification of Galda of Andre (maiors)		Number of
differs by university. When reporting here refer to	Number of students	these
the "Academic discipline classification chart" dermatitis, epilepsy, anaphylaxis) for each	students with	students
contained in the Basic Survey of Educational disability reported under "other chronic	disabilities	receiving
Institutions. disease/condition."	disdomines	support
1		
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9. Breakdown of students reported under "other mental disorders" among those with mental disorders

If you reported students under "other mental disorder" among those with a mental disorder on sheet 7. "Students with disabilities," report in the corresponding program table below the field of study (major), condition breakdown (specific diagnosis), number of students with disabilities, and number of students with disabilities receiving support.

(1)Undergraduate (on-campus)

			A	В
	Field of study (major)	Breakdown of students reported under "other mental disorder"		
N. G.		other mental disorder		Number of
	ification of fields of study (majors) niversity. When reporting here, refer to	Note: List diagnostic terms (e.g., intellectual	Number of students	these
the "Acaden	nic discipline classification chart"	disability, gender dysphoria, executive dysfunction)	with	students
	the Basic Survey of Educational	for each disability reported under "other mental disorder."	disabilities	receiving
Institutions.		disorder.		support
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30				
		Total	0	0

10. Breakdown of students reported under "other disabilities"

If you reported students under "other disabilities" on sheet 7. "Students with disabilities," report in the corresponding program table below the field of study (major), condition breakdown (specific diagnosis), number of students with disabilities, and number of students with disabilities receiving support.

(1)Undergraduate (on-campus)

where Classification of fletar of study flaggings of differs by university. When reporting here, refer to the "Academic discipline classification chart" contained in the Basic Survey of Educational Institutions. Note: List diagnostic terms for each student reported under "other disabilities." 1				A	В
2 3 4 5 5 6 6 7 7 8 8 7 9 9 10 11 11 12 12 13 14 14 15 15 16 16 17 7 18 18 19 19 19 19 19 19 19 19 19 19 19 19 19		Note: Classification of fields of study (majors) differs by university. When reporting here, refer to the "Academic discipline classification chart" contained in the Basic Survey of Educational	"other disabilities" Note: List diagnostic terms for each student reported	students with	students receiving
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	50		Total	0	0

		Support provided or not	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
		Other disability	0																																				
		Other mental disorder	0																																				
		Eating and sleep disorders	0																																				
ıder	osib latnəM		0																																				
		srabrozib bool⁄/.	0																																				
		Schizophrenia and related disorders	0																																				
		Two or more developmental disorders	0																																				
	rebroeib	Autism spectrum disorder																																					
ntal	Developme	Attention-deficit/hyperactivity disorder																															led						
		Specific learning disorder	0																														s provided						
		Two or more physical impairments																															of supports]						
snoitib	chronic disease/con	Other chronic disease/condition																															gails						
JO	Health impairment	Health impairment including visceral impairment																															Ded						
		Functional impairment of trunk or mobility impairment																																					
	impairment	Functional impairment of upper and lower extremities																																					
	Orthopedic	Functional impairment of lower extremity																																					
		Other functional impairment	0																																				
	J	Speech/language impairment only																																					
egase	Hearing or speech/ lan impairment	garing for the aring																																					
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ntment	qmi IsusiV	noisiv wo.J	0 (
•		Blindness	0																																Ш	\perp			
(1)Undergraduate (on-campus)			mber of students receiving support	1 text-to-braille, or braille-to-text transcription	2 text in electronic format	3 magnification of textbooks/printed class materials	4 guide assistance	5 readers	6 sign language interpretation	7 notetaking	8 computer-assisted notetaking	eaptioning and transcription of audiovisual materials	10 use of tutor or teaching assistant	11 extended time on tests, or separate testing room	12 modified response format	13 permission to use personal computer	14 delivery of instructions/directions in writing	15 physical classroom adaptations	16 accommodations in skills training or practicum settings	17 classroom seating modifications	18 use of FM hearing aid or microphone	19 allocation of dedicated desk, chair, or space	20 use of text-to-speech or voice recognition software	21 accommodations in lecture classes	22 distribution of accommodation letters	23 modified attendance	24 learning strategy/study skill guidance	25 alternative assignments, deadline extensions	26 class registration assistance	27 accommodations in off-campus practicum or fieldwork classes	her academic supports	<u> </u>	Disability type		8	4	9	 8	
(1)(1)			Vumb		mic sup																											Note:	-	2	8	4 u	9	7	├ ∞ 0

	Support provided or not	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				T	\top			\Box		
	Other disability	0																													
	Other mental disorder	0																													
	Eating and sleep disorders	0																													
Mental disorder	Veuroses and related disorders	0																													
	Vood disorders	0																													
	Schizophrenia and related disorders	0																													
	Two or more developmental disorders	0																													
disorder	Autism spectrum disorder	0																													
Developmental	Attention-deficit/hyperactivity disorder																						ped								
	Specific learning disorder	0																					Details of supports provided								
	Two or more physical impairments	0																					support								
chronic disease/conditions	, ,																						tails of								
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Orthopedic	Functional impairment of lower extremity																														
	Juamrisqui Isnoitanut radtO	0																													
	Speech/language impairment only	0																													
Hearing or speech/language impairment	Hard of hearing																														
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	Catr	suppor	securing dedicated space for personal use	support related to commuting to school	gathering of information on previous individual support received	support for information	self-management guidance	ecommodations related to interpersonal relations	support for daily life activities	professional counseling	collaboration with healthcare providers	storage, etc. of medical devices or medications	provision of dedicated room for rest/breaks or medical procedures	personal care assistance	permission for personal attendant to be in classroom	career education	sion of job nts with dis	provision of job search support information; referral to support organizations	development of internship sites/opportunities	development of employment sites/opportunities; job search support	supports	other non-academic supports in the space below.	Disabi								
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12. Supports for students believed to have developmental disorders (1) Issues related to support for students with developmental disorders

Support for students with developmental disorders is considered to be one of the most pressing issues to be addressed in institutions of higher education. Please enter "1" beside the item(s) recognized by your institution as an issue (multiple answers allowed).

Determining whether academic difficulties experienced by a student are due to a developmental disorder
Understanding displayed by faculty member toward students with developmental disorders
Understanding displayed by administrative staff toward students with developmental disorders
Understanding displayed by student peers toward students with developmental disorders
Understanding by students with developmental disorders of their own condition
Understanding displayed by parents of students with developmental disorders
Support structure and internal coordination between offices
Handling of personal information
Other (describe in space to right)

(2) Number of students believed to have developmental disorders, to whom any supports are provided
Please report, by department (major), the number of students believed to have developmental disorders to whom any supports (e.g., academic accommodations) are provided, although their conditions have not been verified by a physician's diagnosis. Please also enter "I" beside the types of supports provided to these students. Please note that the numbers of students reported in this section 7. "Number of students with disabilities."

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13. Comments and requests
(1) Describe any issues or difficulties you experience related to support for students with disabilities.
(2) Describe any particular issues you feel exist in relation to post-graduation planning, finding employment, or career education for students with disabilities.
(3) Please list any opinions or requests you have related to the Japan Student Services Organization's support activities/programs for students with disabilities.

Definitions of terms used in the survey (from the Survey Manual)

A.

- "Accommodations in off-campus practicum or fieldwork classes": Ensuring that students with disabilities have their needs met with regard to information access and mobility at practicum class sites, and coordinating with the institutions/sites conducting these classes.
- "Adaptations in skills training or practicum settings": Implementing accommodations in classes other than classroom-based lectures (practice-based classes such as physical education, professional/specialized education, or off-campus practicum classes) in accordance with students' conditions.
- "Adaptive desks, chairs, and physical spaces": Organizing equipment/facilities and implementing accommodations in line with students' conditions, including arranging desks and securing spaces for wheelchairs, in order to optimize student learning and the campus environment.
- "ADL support": Providing guidance or support related to activities of daily living, such as preparing meals, doing laundry, cleaning, bathing, and sleeping.
- "Alternative answer formats": Modifying exam answer formats in accordance with a student's condition.

В.

"Braille transcription":

Text-to-braille transcription: Converting course materials and handouts into braille.

Braille-to-text transcription: Converting braille to text, such as when an instructor giving an exam grades answers written in braille.

C.

- "Captioning and transcription of audiovisual materials": Speech-to-text conversion of the dialogue and commentary in audiovisual course material for the purpose of captioning or making a transcript.
- "Career education": Providing guidance for students with disabilities in order to help them gain a better understanding of their own condition, specific assistance they may need, and their vocational aptitude.
- "Class registration support": Providing support or assistance with course registration, or offering priority registration as an accommodation.
- "Clinical interns": Graduates undertaking clinical training in accordance with the provisions of Article 16-2 of the Medical Practitioners Act, or Article 16-2 of the Dental Practitioners Act; includes those who are scheduled to be in clinical training as of May 1, 2018.
- "Coaching in self-management": Providing guidance on schedule management and assisting with self-directed learning.
- "Collaboration with healthcare providers": Collaborating with a student's physician, or healthcare providers specializing in disabilities.

- "Collecting information on individual support": Collecting information on a student's needs and the support they were receiving prior to starting at the present institution, by coordinating with the student's previous institution(s), as well as parents/guardians.
- "Computer-assisted notetaking": Conveying lecture content and information about the surroundings by typing on a computer.

D.

- "Developing employment opportunities and providing job search assistance": Identifying employment opportunities that fit a student's skill set/vocational aptitude, and providing guidance on applying and interviewing for jobs.
- "Developing internship opportunities": Working with businesses and organizations to develop internship opportunities for students with disabilities, and supporting students with internships.

E.

- "Entrance exam accommodations": Disability-related reasonable accommodations (such as testing in a private room or extended test time) that are provided in the course of the admissions process. *Note*: Does not include accommodations provided in connection with temporary conditions from which recovery is expected, such as acute illnesses (e.g., influenza) and injuries (e.g., fractures, sprains).
- "Events such as seminars and talks on supporting students with disabilities": Events conducted for the purpose of building awareness of, and/or providing information on, support for students with disabilities.
- "Extended exam time and/or testing in a private room": Allowing additional exam time and/or testing in a private room separate from other students during regular exams, such as when more than standard time is required for reading braille, dictation, or scribing; or when testing in the same room with other students may lead to problems.

F.

"Final year":

University: Fourth or sixth year of study (institutions that offer both four- and six-year programs report the total number of students in their fourth and sixth years).

Junior college: Second or third year of study (institutions that offer both two- and three-year programs report the total number of students in their second and third years).

College of technology: Fifth year of study.

For details of the Japanese educational system, see the "Student Guide to Japan," available here: https://www.jasso.go.jp/en/study_j/sgtj.html

"FM hearing aids/microphones": Use of an FM system in which the instructor's voice is transmitted through a special microphone to a student with a receiver-equipped hearing aid, or the loan of such

equipment.

G.

- "Graduates admitted to specialized training colleges, overseas schools, and education/training institutions": Graduates other than "a. Graduates pursuing further education" who were admitted to or enrolled at institutions such as specialized training colleges (*senshu gakko*), miscellaneous vocational schools (*kakushu gakko*), overseas schools, and polytechnic schools (*shokugyo noryoku kaihatsuko*) as students or research students.
- "Graduates seeking employment": Graduates with disabilities as of March 31, 2018, who desired to work after graduation.
- "Graduates in social welfare or medical facilities": Graduates who were admitted as residents/patients to social welfare or medical facilities. *Note*: Graduates who obtained employment in social welfare or medical facilities are reported under "b. Graduates who obtained employment."
- "Graduates of unknown status or who were deceased": Graduates of unknown status are those whom the institution is unable to classify into any of the preceding categories. Graduates classified as deceased are those who are known to have died as of May 1, 2018.
- "Graduates who obtained employment": Graduates who began working with the goal of obtaining a regular income, such as salary, wages, or other compensation. Graduates working as full-time permanent workers, or those working for a term of one year or longer and under the same conditions as full-time permanent workers, are reported under "b. Graduates who obtained employment." Graduates employed under other conditions, or those for whom the term of employment and working conditions are unknown, are reported under "f. In temporary employment." Graduates who obtained employment in their family businesses (as long-term/full-time workers) are also reported under "b. Graduates who obtained employment." Graduates living with their families and helping around the house are reported under "g. Other than a. through f." Graduates of evening programs who were employed while in school and who continued with the same employer after graduation are reported under "b. Graduates who obtained employment." Of graduates reported under "a. Graduates pursuing further education," those who are also employed are reported under "ii. Graduates pursuing further education who are also employed," not "b. Graduates who obtained employment."
- "Granting aides access to campus and classrooms": Permitting aides, such as personal care assistants, to enter campus and classrooms.
- "Guide assistance": Mobility assistance, including walking assistance and guidance, primarily for the purpose of moving between classrooms.

I.

- "In temporary employment": Graduates who began working part-time, etc., with the goal of obtaining a temporary source of income are reported in this category.
- "Interpersonal relationship support": Providing interpersonal skills guidance and help with managing difficulties associated with interpersonal relationships.

L.

- "Lecture class accommodations": Granting permission for audio recording of lectures, or photographing material written on the board.
- "Lecture classes on supporting students with disabilities": Lecture classes offered as part of the curriculum (except those required in connection with obtaining a license/certification), regardless of whether or not credits may be earned.

M.

- "Magnification of textbooks/printed class materials": Displaying magnified course materials and handouts on monitors using print magnification devices, or providing materials in large print.
- "Modification of course content, or extended deadlines": Employing alternative means of evaluation, such as offering alternative course content for practice-based or listening exercise components, or extending deadlines for reports and assignments. However, it is crucial that fairness be maintained in evaluations, with no "double standard" for students with disabilities.

N.

"Notetaking": Conveying lecture content and information about the surroundings using handwriting.

P.

- "Permission for a personal computer": Granting permission to bring in a personal computer for use in class
- "Personal care assistance": Providing assistance with activities such as changing body position, dressing, eating, and toileting.
- "Physical classroom adaptations": Arranging for accessible classrooms, or classrooms with sufficient space or appropriate equipment.
- "Preferential seating": Seating a student in a location that facilitates their learning.
- "Professional counseling": Providing counseling by certified psychotherapists, etc.
- "Providing employment information for students with disabilities": Collecting and providing information on employment opportunities specifically for students with disabilities.
- "Providing information on career resources and referrals to support agencies": Providing information on career guidance and seminars, career assistance websites, and agencies relevant to students with disabilities, and making referrals as appropriate.

R.

- "Readers": Reading course materials and handouts out loud (converting text to speech); primarily consists of "in-class reading" (oral communication of content written on the board during class), and "in-person reading" (reading materials out loud during a face-to-face meeting between a student with disabilities and a supporter).
- "Reserving rooms for personal use or treatment": Reserving rooms on campus for students with disabilities to use between classes or during breaks, or to perform treatments such as dialysis.

S.

- "Securing comfortable spaces": Securing private spaces on campus for students with disabilities, or assisting them with building relationships with other students to prevent isolation.
- "Sign language interpretation (including tactile signing)": Conveying lecture content and information about the surroundings using sign language; includes tactile signing for students who are deaf-blind.

"Special entrance exams":

Examinations that fall into one of the following three categories:

- "Admissions office (AO) entrance exam": Examination based on an institution's own screening criteria (admissions policy).
- "Entrance exam by recommendation": Examination based on recommendation by a high school principal; may be open to all high schools, or limited to designated schools or university-affiliated high schools.
- "Special entrance exam for applicants with disabilities": Examination for applicants with disabilities; uses a screening process that differs from the standard entrance exam (includes AO exams and exam by recommendation).
- "Entrance exams other than special entrance exams": Examinations other than those listed above, such as standard entrance exams; also includes exams that target working adults, students returning to Japan from overseas, and non-Japanese applicants.
- "Storage of medical devices or medications": Storing a student's medical devices, such as dialysis devices and ventilators, or emergency medications.
- "Supporting information acquisition/access": Assisting with obtaining information necessary for academic life, such as information related to events on campus, or class(room) changes/cancellations.

T.

- "Text in electronic format": Digitizing course materials and handouts, etc., so they can be used with speech recognition or braille transcription software.
- "Text-to-speech or voice recognition software": Utilizing text-to-speech software with digital text, or voice-recognition software, or the loan of such software.

- "Training for students on supporting students with disabilities": Training focused on the acquisition of support techniques and skills by students who support students with disabilities.
- "Transportation support": Assistance with getting on and off the school bus, permission to drive to campus, securing dedicated parking spaces, etc.

U.

"Use of tutors or teaching assistants": Support that utilizes internal university services or programs where graduate students or faculty members provide undergraduate students with assistance or advice related to daily life, lecture classes, and laboratory or practicum/practice-based activities.

W.

"Written directions/instructions": In the case of directions or instructions typically given orally, providing them in writing, as a handout or written on the board.