

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

## Introduction

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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

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## 1. Survey Overview

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### (1) Purpose

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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

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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

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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

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May 1, 2018

## 2. Category headings and descriptions

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### (1) Institutions<sup>1</sup>

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-campus)	Undergraduate students (on-campus)
	Undergraduate (distance/online)	Undergraduate students (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 speech/language impairment	deafness, hard of hearing, or language impairment only

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<sup>1</sup>See “final year” on p. 69 for information on the Japanese education system.

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

## 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

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**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

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**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

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**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

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**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

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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)

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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

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**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

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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

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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)

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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.

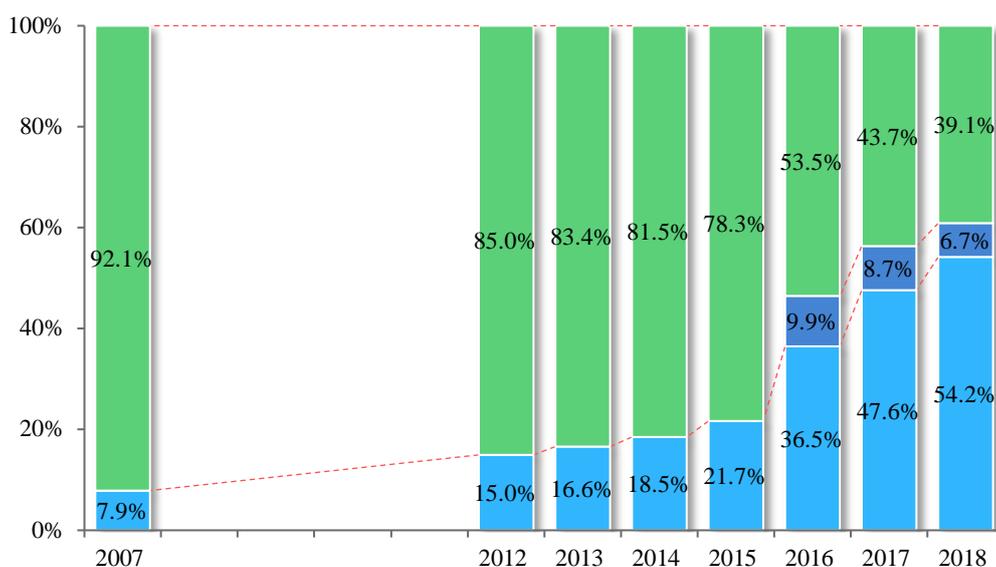
# Summary

## 1. Recent developments surrounding support for students with disabilities

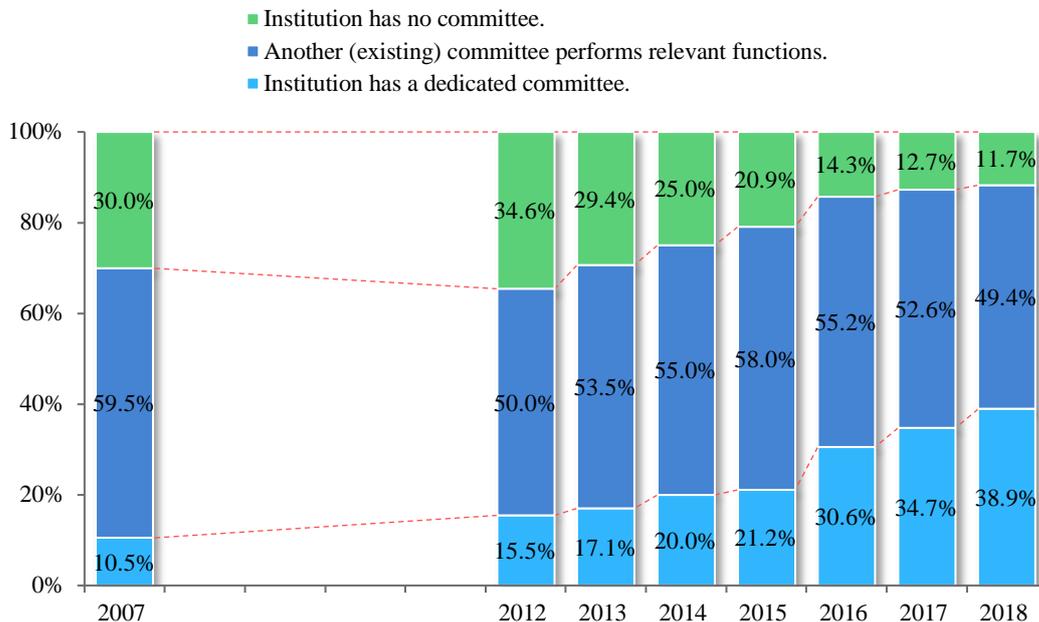
In Japan, various legislation was developed in conjunction with the Convention on the Rights of Persons with Disabilities, which came into force on February 17, 2014. With respect to institutions of higher education, the “Act on the Elimination of Discrimination against Persons with Disabilities”—which 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.**



**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.

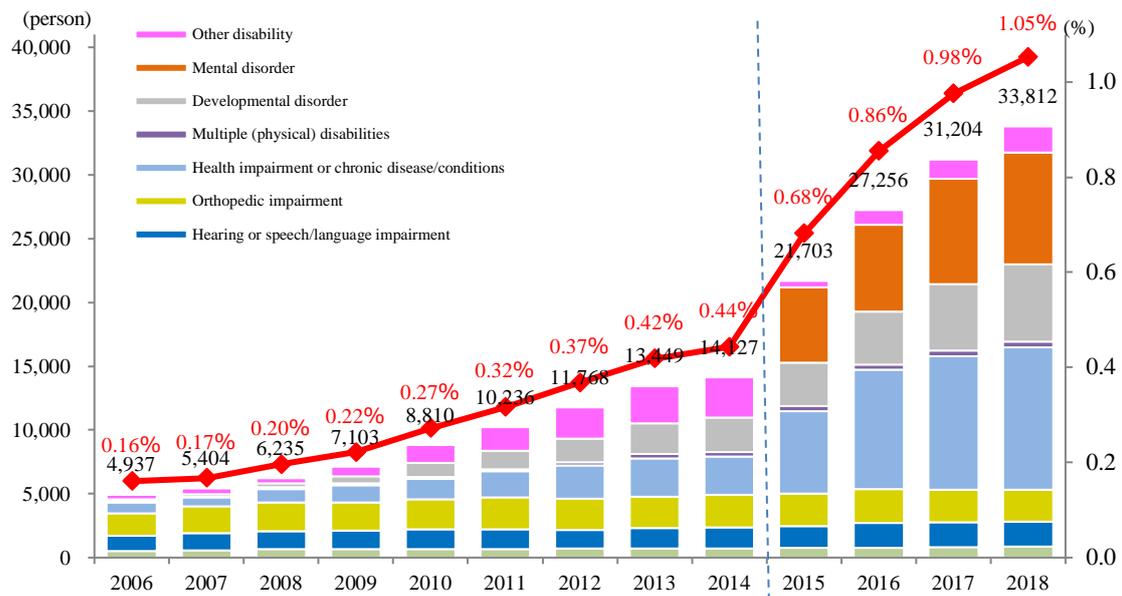


Figure 3. Change in number of students with disabilities and their percentage of the total student population.

## 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.**

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

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

2. Total number of students with disabilities

(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

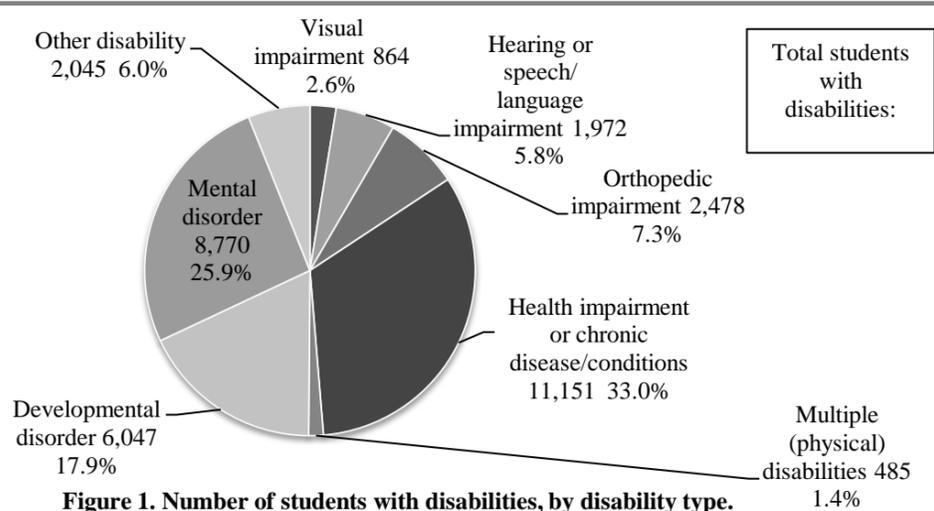


Table 2. Number of students with disabilities, by institution and disability type

	Total	University	Junior college	College of technology
<b>Total</b>	<b>33,812 (31,204)</b>	<b>30,190 (28,430)</b>	<b>1,920 (1,434)</b>	<b>1,702 (1,340)</b>
<b>Visual impairment</b>	<b>864 (831)</b>	<b>808 (784)</b>	<b>16 (9)</b>	<b>40 (38)</b>
Blind	179 (176)	178	0	1
Low vision	685 (655)	630	16	39
<b>Hearing or speech/language impairment</b>	<b>1,972 (1,951)</b>	<b>1,837 (1,819)</b>	<b>75 (67)</b>	<b>60 (65)</b>
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
<b>Orthopedic impairment</b>	<b>2,478 (2,555)</b>	<b>2,357 (2,438)</b>	<b>83 (87)</b>	<b>38 (30)</b>
Functional impairment of upper extremity	338 (347)	327	8	3
Functional impairment of lower extremity	907 (915)	854	33	20
upper and lower extremities	776 (805)	745	26	5
Other functional impairment	457 (488)	431	16	10
<b>Health impairment or chronic disease/conditions</b>	<b>11,151 (10,443)</b>	<b>9,594 (9,302)</b>	<b>1,014 (733)</b>	<b>543 (408)</b>
including visceral impairment	6,643 (5,743)	5,902	467	274
Other chronic disease/condition	4,508 (4,700)	3,692	547	269
<b>Multiple (physical) disabilities</b>	<b>485 (462)</b>	<b>468 (435)</b>	<b>10 (18)</b>	<b>7 (9)</b>
<b>Developmental disorder</b>	<b>6,047 (5,174)</b>	<b>5,063 (4,458)</b>	<b>228 (134)</b>	<b>756 (582)</b>
Specific learning disorder deficit/hyperactivity disorder	213 (191)	178	16	19
Autism spectrum disorder	1,522 (1,187)	1,267	74	181
Multiple developmental disorders	3,426 (3,118)	2,879	115	432
Multiple developmental disorders	886 (678)	739	23	124
<b>Mental disorder</b>	<b>8,770 (8,289)</b>	<b>8,261 (7,880)</b>	<b>355 (280)</b>	<b>154 (129)</b>
Schizophrenia and related disorders	863 (822)	808	41	14
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
<b>Other disability</b>	<b>2,045 (1,499)</b>	<b>1,802 (1,314)</b>	<b>139 (106)</b>	<b>104 (79)</b>

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

(2) Number of university students with disabilities

<Overview>

○ 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).

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

	Total	Humanities	Social sciences	Science	Engineering	Agriculture	Health sciences (medicine and dentistry)	Health sciences (other than medicine and dentistry)	Commercial shipping	Home economics	Education	Arts	Other
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 impairment	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 speech/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 impairment	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 impairment or chronic disease/conditions	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 (physical) disabilities	468	87	124	5	83	9	3	56	0	6	15	28	52
Developmental 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 disorder	8,261	2,036	1,795	362	1,181	335	231	566	0	196	455	572	532
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 disability	1,802	383	390	49	264	86	22	178	0	50	151	150	79

(3) Number of students with disabilities receiving support

<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.
- 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).

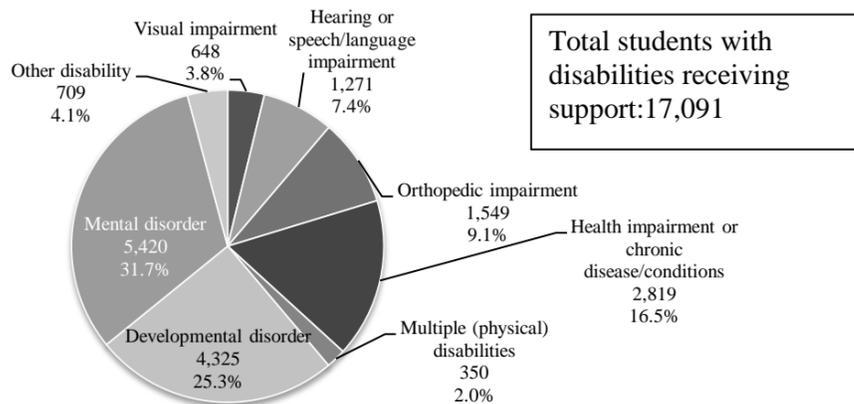


Figure 2. Number of students with disabilities receiving support, by disability type.

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

	Total	University	Junior college	College of technology
<b>Total</b>	<b>17,091 (15,573)</b>	<b>15,366 (14,346)</b>	<b>750 (508)</b>	<b>975 (719)</b>
<b>Visual impairment</b>	<b>648 (611)</b>	<b>614 (592)</b>	<b>9 (5)</b>	<b>25 (14)</b>
Blind	176 (165)	175	0	1
Low vision	472 (446)	439	9	24
<b>Hearing or speech/language impairment</b>	<b>1,271 (1,280)</b>	<b>1,194 (1,202)</b>	<b>40 (35)</b>	<b>37 (43)</b>
Deaf	495 (519)	489	4	2
Hard of hearing	744 (727)	681	34	29
Speech/language impairment only	32 (34)	24	2	6
<b>Orthopedic impairment</b>	<b>1,549 (1,554)</b>	<b>1,475 (1,492)</b>	<b>48 (44)</b>	<b>26 (18)</b>
Functional impairment of upper extremity	131 (131)	128	2	1
Functional impairment of lower extremity	555 (536)	519	21	15
upper and lower extremities	569 (563)	546	19	4
Other functional impairment	294 (324)	282	6	6
<b>Health impairment or chronic disease/conditions</b>	<b>2,819 (2,259)</b>	<b>2,221 (1,882)</b>	<b>254 (141)</b>	<b>344 (236)</b>
including visceral impairment	1,815 (1,512)	1,528	122	165
Other chronic disease/condition	1,004 (747)	693	132	179
<b>Multiple (physical) disabilities</b>	<b>350 (325)</b>	<b>339 (305)</b>	<b>4 (11)</b>	<b>7 (9)</b>
<b>Developmental disorder</b>	<b>4,325 (3,698)</b>	<b>3,763 (3,318)</b>	<b>160 (89)</b>	<b>402 (291)</b>
Specific learning disorder deficit/hyperactivity disorder	134 (140)	111	13	10
Autism spectrum disorder	1,066 (797)	918	50	98
Multiple developmental disorders	2,436 (2,240)	2,138	79	219
Multiple developmental disorders	689 (521)	596	18	75
<b>Mental disorder</b>	<b>5,420 (5,307)</b>	<b>5,132 (5,080)</b>	<b>197 (153)</b>	<b>91 (74)</b>
Schizophrenia and related disorders	523 (499)	492	22	9
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	17
Other mental disorder	648 (705)	603	32	13
<b>Other disability</b>	<b>709 (539)</b>	<b>628 (475)</b>	<b>38 (30)</b>	<b>43 (34)</b>

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

(4) Number of university students with disabilities receiving support

<Overview>

○ 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).

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

	Total	Humanities	Social sciences	Science	Engineering	Agriculture	Health sciences (medicine and dentistry)	Health sciences (other than medicine and dentistry)	Commercial shipping	Home economics	Education	Arts	Other
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 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	681	101	180	22	90	20	14	73	0	17	72	36	56
Speech/language 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 impairment	282	55	91	1	18	2	1	20	1	3	12	5	73
Health impairment or chronic 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 deficit/hyperactivity disorder	111	26	35	1	8	7	0	10	0	0	1	14	9
Autism spectrum disorder	918	232	196	55	144	37	20	44	1	16	48	64	61
Multiple developmental disorders	2,138	483	472	164	489	98	22	53	2	24	79	109	143
Multiple developmental 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

### 3. Support structure

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

##### <Overview>

○ 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.

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

	All institutions (schools)	Guidelines, basic policies, or rules and regulations are established.		Guidelines, basic policies, or rules and regulations are scheduled to be established by the end of fiscal year 2018.		No Guidelines, basic policies, or rules and regulations have been established.				
		(%)	Schools with SWDs (receiving support)*	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)			
Total	1,169	634	54.2	548	78	6.7	50	457	39.1	240
University	785	464	59.1	419	49	6.2	35	272	34.6	174
Junior college	327	120	36.7	80	26	8.0	12	181	55.4	62
College 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.**

	Institutions	Guidelines, basic policies, or rules and regulations are established.		Guidelines, basic policies, or rules and regulations are scheduled to be established by the end of fiscal year 2018.		No Guidelines, basic policies, or rules and regulations have been established.				
		(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving 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	0
College of technology	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.

(2) Committees established for supporting students with disabilities

<Overview>

○ 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.

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

Institutions	Total	Institution has a committee						Institution does not have a committee					
		Institutions	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving 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 institution type and number of students with disabilities.**

Institutions	Total	Institution has a committee						Institution does not have a committee					
		Institutions	(%)	Schools with SWDs (receiving support)	(%)	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	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.

(3) Disability support services offices

<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.**

Institutions	Institution has an office/body									Institution does not have an office/body			
	Institutions	Institution has a specialized office/body			Institution has another office/body that performs that role			Institutions	Schools with SWDs (receiving support)				
		(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)	(%)	Schools with SWDs (receiving support)		(%)	Schools with SWDs (receiving 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 offices, by number of students with disabilities.**

Institutions	Institution has an office/body									Institution does not have an office/body			
	Institutions	Institution has a specialized office/body			Institution has another office/body that performs that role			Institutions	Schools with SWDs (receiving support)				
		(%)	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	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	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>

- 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**

Institutions		<i>Present throughout campus</i>	<i>Present where currently needed</i>	<i>Present in limited areas of campus; inadequate overall</i>	<i>Scheduled for completion/availability by the end of the current school year</i>	<i>Nonexistent</i>
<b>Universities</b>						
Exterior areas	Surfacing of roads and pavement, and elimination of steps and height differentials	152	323	255	2	53
	Handrails, ramps, stair lifts	87	360	288	1	49
	Braille sidewalk blocks and stickers for signage	51	167	263	1	303
	Reserved parking spaces	162	377	118	1	127
Building interiors	Accessible entrances, such as automatic doors	124	302	269	2	88
	Elevators	200	351	218	0	16
	Handrails, ramps, stair lifts	92	336	309	0	48
	Ensuring adequate space for wheelchair access	164	291	264	1	65
	Braille classroom signage	27	77	117	3	561
	Signal devices for deaf/hard of hearing students	0	7	14	0	764
	Accessible toilets	187	381	197	0	20
	Group and private study rooms	55	210	165	3	352
	Audio induction loops	0	8	6	2	769
	Braille printers	—	81	27	2	675
Assistive technology/devices	3D copy machines	—	33	8	0	744
	Printed text magnifying devices	—	91	52	0	642
	Portable technologies/devices that incorporate braille	—	28	9	1	747
	Communication boards, etc.	—	106	76	2	601
Other	—	500	225	0	60	
Other	19	57	17	3	—	
<b>Junior colleges</b>						
Exterior areas	Surfacing of roads and pavement, and elimination of steps and height differentials	45	109	118	1	54
	Handrails, ramps, stair lifts	19	121	140	1	46
	Braille sidewalk blocks and stickers for signage	13	46	61	2	205
	Reserved parking spaces	37	126	40	2	122
Building interiors	Accessible entrances, such as automatic doors	29	94	112	1	91
	Elevators	50	112	109	1	55
	Handrails, ramps, stair lifts	19	111	147	1	49
	Ensuring adequate space for wheelchair access	39	111	111	1	65
	Braille classroom signage	4	21	27	3	272
	Signal devices for deaf/hard of hearing students	0	1	3	1	322
	Accessible toilets	47	132	115	2	31
	Group and private study rooms	11	54	47	4	211
	Audio induction loops	0	0	0	1	326
	Braille printers	—	11	6	0	310
Assistive technology/devices	3D copy machines	—	6	3	0	318
	Printed text magnifying devices	—	11	7	0	309
	Portable technologies/devices that incorporate braille	—	4	3	0	320
	Communication boards, etc.	—	18	15	0	294
Other	—	172	107	0	48	
Other	2	10	2	0	—	
<b>Colleges of technology</b>						
Exterior areas	Surfacing of roads and pavement, and elimination of steps and height differentials	10	23	24	0	0
	Handrails, ramps, stair lifts	8	25	24	0	0
	Braille sidewalk blocks and stickers for signage	1	3	13	0	40
	Reserved parking spaces	10	28	16	0	3
Building interiors	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
	Braille printers	—	0	0	0	57
Assistive technology/devices	3D copy machines	—	2	2	0	53
	Printed text magnifying devices	—	0	1	0	56
	Portable technologies/devices that incorporate braille	—	0	0	0	57
	Communication boards, etc.	—	2	3	1	51
Other	—	36	19	0	2	
Other	1	1	0	0	—	

4. Accommodations during the admissions process

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

<Overview>

- 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.
- 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.**

	Institutions	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
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.*

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

<Overview>

○ 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.")

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

(Institutions)	Total	University	Junior college	College of technology
Exam questions were prepared in braille, and the applicant answered in braille	147	129	18	0
Exam questions were prepared in large print	571	427	123	21
Answer sheet was prepared in large print	559	415	124	20
Exam questions were read out loud, to which the applicant answered orally	57	50	7	0
Applicant answered using letters or text instead of an optical answer (bubble) sheet	148	125	21	2
Applicant answered using check marks	189	156	31	2
Extended exam time <sup>1</sup>	634	482	131	21
Lighting equipment was provided	444	330	94	20
Special desk was used	397	321	60	16
Applicant used their personal magnifying glass	744	543	166	35
Applicant used their personal hearing aid	867	622	205	40
Applicant used their personal wheelchair	938	663	226	49
Applicant used their personal crutch(es)	940	663	229	48
Applicant used their own personal computer	196	162	32	2
Sign language interpretation <sup>2</sup>	153	128	24	1
Instructions were provided in writing	630	484	127	19
Applicant was seated by a window with good lighting	866	615	206	45
Applicant took the exam in a room located close to a bathroom	885	636	206	43
Applicant took the exam in a private room	925	658	222	45
Exam was given in a room on the first floor	656	468	154	34
Personal assistant was provided	345	262	75	8
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.

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

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

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

<Overview>

○ With 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.

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

	<i>Number of individuals with disabilities who consulted with the institution prior to applying</i>	<i>Number of individuals with disabilities who applied</i>	<i>*Number of individuals with disabilities who took the entrance exam</i>	<i>*Number of individuals with disabilities who were admitted</i>	<i>*Number of individuals with disabilities who were admitted</i>	<i>Number of individuals with disabilities who enrolled</i>	<i>Number of individuals with disabilities who took the entrance exam</i>	<i>Number of individuals with disabilities who were admitted</i>	<i>Number of individuals with disabilities who enrolled</i>
<b>Total</b>	5,038	5,110	4,883	1,990	1,516	4,308	1,505	1,065	
<b>Visual impairment</b>	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	
<b>Hearing or speech/language impairment</b>	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	
<b>Orthopedic impairment</b>	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	
<b>Health impairment or chronic disease/conditions</b>	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	
<b>Multiple (physical) disabilities</b>	119	114	107	50	48	97	39	37	
<b>Developmental disorder</b>	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	
<b>Mental disorder</b>	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	
<b>Other disability</b>	714	694	633	203	111	607	180	94	

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

5. Graduates in the 2017-18 academic year

<Overview>

○ 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.

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

	<i>Number of students with disabilities in their final year</i>	<i>Number of students with disabilities graduated as of March 31, 2018</i>	<i>Number of graduates seeking employment<sup>1</sup></i>	<i>Number of graduates who obtained employment<sup>2</sup></i>	<i>Graduation rate (%)</i>	<i>Proportion of graduates seeking employment (%)</i>	<i>Employment rate (%)</i>
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
Eating and sleep disorders	138	97	71	52	70.3	73.2	73.2
Other mental disorder	300	199	142	98	66.3	71.4	69.0
Other disability	311	262	191	165	84.2	72.9	86.4

<sup>1</sup>See "Graduates seeking employment" on p. 70 for a definition of "graduates seeking employment."

<sup>2</sup>See "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 seeking employment/number of graduates X 100 (%)
3. Employment rate: number of graduates who obtained employment/number of graduates seeking employment X 100 (%)

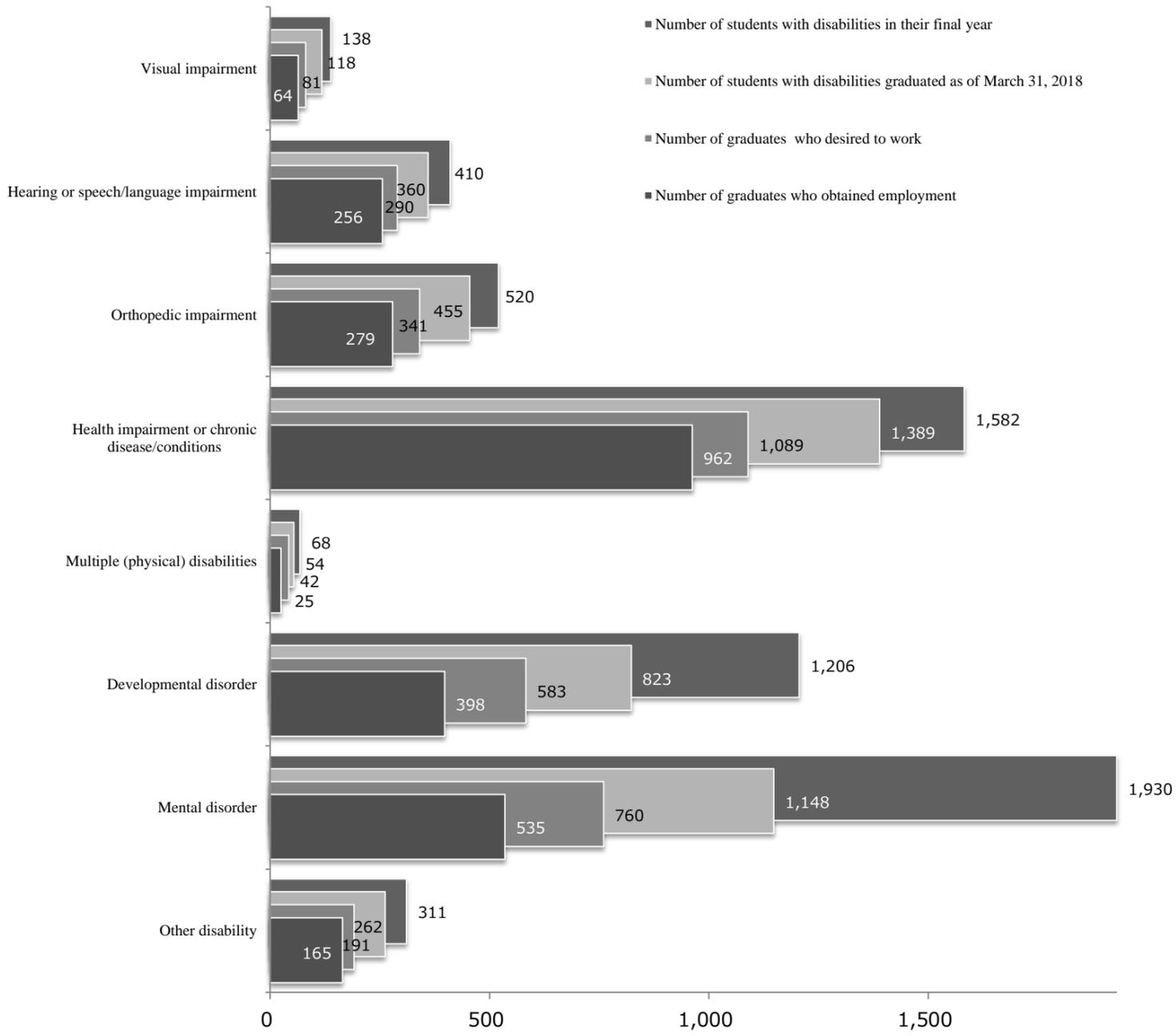


Figure 3. Graduates in the 2017-18 academic year

## 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 information

(1) Institution name and primary location

School name	Prefecture of primary location	No.

(2) Total student enrollment

Programs		Total students enrolled in 2018-19 academic year	Number of newly enrolled students in the 2018-19 academic year	Number of graduates in the 2017-18 academic year
Undergraduate	on-campus			
	distance/online			
Graduate	on-campus			
	distance/online			
Specialized graduate				
<b>Total</b>		0	0	0

If the number of newly enrolled students or all graduates is "zero," select the applicable reason from the following.

<input type="checkbox"/>	School is no longer admitting students as of <input style="width: 50px;" type="text"/> (year).
<input type="checkbox"/>	School commenced operations in <input style="width: 50px;" type="text"/> (year), so there are no graduates yet.
<input type="checkbox"/>	Other (specify) <input style="width: 500px;" type="text"/>

(3) Name of office (person) completing this questionnaire

Department	Person in charge		
	Position	Name	<i>furigana</i>
Contact information	Postal code	Address	
	Phone number	Fax number	E-mail

(4) Primary office (person) responsible for support for students with disabilities

Department	Person in charge		
	Position	Name	<i>furigana</i>
Contact information	Postal code	Address	
	Phone number	Fax number	E-mail

**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).

<input type="checkbox"/>	i. Guidelines, basic policies, or rules and regulations are established.
<input type="checkbox"/>	i-a. They are available on the institution's website. URL: <input type="text"/>
<input type="checkbox"/>	ii. Guidelines, basic policies, or rules and regulations are scheduled to be established by the end of the 2018 academic year.
<input type="checkbox"/>	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.

<input type="checkbox"/>	i. The institution has a dedicated committee (e.g., committee for students with disabilities, committee on accessibility, disability services council).
	Committee name <input type="text"/>
	Position (university vice president, dean, etc.) of committee head (chair, etc.) <input type="text"/>
<input type="checkbox"/>	ii. The institution does not have a dedicated committee; another committee performs the relevant functions (e.g., student affairs committee).
	Committee name <input type="text"/>
	Position (university vice president, dean, etc.) of committee head (chair, etc.) <input type="text"/>
<input type="checkbox"/>	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 issues involving students with disabilities.

<input type="checkbox"/>	i. The institution has an independent, specialized body that addresses with conflict resolution.
<input type="checkbox"/>	ii. The institution has another body that performs that role (e.g., harassment committee). Name of body: <input type="text"/>
<input type="checkbox"/>	iii. The institution does not have an independent body for addressing conflicts.

(4) Disability support services office (personnel)

1) Please enter "1" beside the answer that best describes the office/body at your institution that handles tasks and services related to support for students with disabilities.

<input type="checkbox"/>	i. The institution has a dedicated department/body (e.g., center for disability support services, accessibility support office).	Department/body name <input type="text"/>
<input type="checkbox"/>	ii. The institution does not have a dedicated department/body, but has another department/body that performs that role (e.g., student affairs office, school health center/office).	Department/body name <input type="text"/>
<input type="checkbox"/>	iii. The institution does not have a department/body responsible for tasks and services related to support for students with disabilities.	

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.

i. Dedicated personnel		Number
<input type="checkbox"/>	a. Coordinator who works exclusively with students with disabilities	<input type="text"/>
<input type="checkbox"/>	b. Counselor who works exclusively with students with disabilities	<input type="text"/>
<input type="checkbox"/>	c. Physician who works exclusively with students with disabilities	<input type="text"/>
<input type="checkbox"/>	d. Faculty/staff member with specialized support skills (e.g., sign language interpretation, braille transcription)	<input type="text"/>
<input type="checkbox"/>	e. Administrative staff working exclusively with students with disabilities	<input type="text"/>
<input type="checkbox"/>	f. Faculty member working exclusively with students with disabilities	<input type="text"/>
<input type="checkbox"/>	g. Other <input type="text"/>	<input type="text"/>
ii. Personnel shared with other departments		Number
<input type="checkbox"/>	a. Coordinator who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	b. Counselor who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	c. Physician who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	d. Faculty/staff member with specialized support skills (e.g., sign language interpretation, braille transcription) who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	e. Administrative staff member who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	f. Faculty member who works with students with disabilities in addition to performing other duties	<input type="text"/>
<input type="checkbox"/>	g. Other <input type="text"/>	<input type="text"/>
iii. External personnel		Number
<input type="checkbox"/>	a. Physicians, counselors, etc. hired on a contract basis from outside the institution	<input type="text"/>
<input type="checkbox"/>	b. Personnel with specialized skills (e.g., sign language interpreters, notetakers) who are commissioned to provide services on an as-needed basis	<input type="text"/>
<input type="checkbox"/>	c. Other (describe) <input type="text"/>	<input type="text"/>

(5) Point of contact for students with disabilities: Does your institution have a primary point of contact that is easily accessible to students with disabilities when they wish to request support, etc.? Please enter “1” beside the answer that best describes the point of contact at your institution and how students are informed about it.

<input type="checkbox"/>	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.	<input type="checkbox"/>
	b. The institution has a point of contact, but students are not actively informed about it.	<input type="checkbox"/>
<input type="checkbox"/>	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.	<input type="checkbox"/>
	b. There is no primary point of contact, and students are not actively informed about available consultation services.	<input type="checkbox"/>

(6) Procedures for responding to requests for supports and services: Please enter “1” beside the answer that best describes your institution’s procedures for responding to students with disabilities requesting support/service or seeking consultation.

<input type="checkbox"/>	i. The institution has a manual that stipulates procedures for responding to students with disabilities.
<input type="checkbox"/>	ii. Procedures are included in the guidelines related to the Act on the Elimination of Discrimination against Persons with Disabilities.
<input type="checkbox"/>	iii. The institution does not have any type of document that stipulates procedures for responding to students with disabilities.

(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
i. External areas	a. Surfacing of roads and pavement, and elimination of steps and changes in level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Handrails, ramps, stair lifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Tactile paving and stickers for signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Reserved parking spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Building interiors	a. Accessible entrances, such as automatic doors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Elevators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Handrails, ramps, stair lifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Ensuring adequate space for wheelchair access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Tactile classroom signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Signal devices for deaf/hard of hearing students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Accessible toilet facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Group and private study rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Audio induction loops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Assistive technology/devices	a. Braille printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Tactile Graphic Maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Printed text magnifying devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Portable technologies/devices that incorporate braille or tactile elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Communication boards, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Wheelchairs, cots, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use the space below to describe details of any other facilities/equipment.		<input type="text"/>				

(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.

<input type="checkbox"/>	1. The institution has students who provide support; these students are registered with a program run by the institution.					
<input type="checkbox"/>	A. Paid	a. 1~5	<input type="checkbox"/>	b. 6~10	<input type="checkbox"/>	
<input type="checkbox"/>	B. Unpaid	c. 11~20	<input type="checkbox"/>	d. 21~30	<input type="checkbox"/>	
<input type="checkbox"/>	C. Other	e. 31~40	<input type="checkbox"/>	f. 41~50	<input type="checkbox"/>	
	C. Details of "Other"	g. 51 or more	<input type="checkbox"/>			
<input type="text"/>						
<input type="checkbox"/>	2. The institution has students who provide support other than those listed in 1. above.					
	<b>i) Institution has students providing support via a voluntary program run by students.</b>			<input type="checkbox"/>		
<input type="checkbox"/>	A. Paid	a. 1~5	<input type="checkbox"/>	b. 6~10	<input type="checkbox"/>	
<input type="checkbox"/>	B. Unpaid	c. 11~20	<input type="checkbox"/>	d. 21~30	<input type="checkbox"/>	
<input type="checkbox"/>	C. Other	e. 31~40	<input type="checkbox"/>	f. 41~50	<input type="checkbox"/>	
	C. Details of "Other"	g. 51 or more	<input type="checkbox"/>			
<input type="text"/>						
	<b>ii) The institution has students providing support who are dispatched from other institutions.</b>			<input type="checkbox"/>		
<input type="checkbox"/>	A. Paid	a. 1~5	<input type="checkbox"/>	b. 6~10	<input type="checkbox"/>	
<input type="checkbox"/>	B. Unpaid	c. 11~20	<input type="checkbox"/>	d. 21~30	<input type="checkbox"/>	
<input type="checkbox"/>	C. Other	e. 31~40	<input type="checkbox"/>	f. 41~50	<input type="checkbox"/>	
	C. Details of "Other"	g. 51 or more	<input type="checkbox"/>			
<input type="text"/>						
	<b>iii) The institution has students who provide support other than the students listed in 2-i. and 2-ii. above.</b>			<input type="checkbox"/>		
Note: Please select this answer if these students provide supports as part of coursework. In addition, if these supports are provided for credit or are a factor in grading, please select "C. Other" and list details.						
Describe the students in 2-iii. (e.g., students provide supports as an assignment in an advanced seminar class).						
<input type="text"/>						
<input type="checkbox"/>	A. Paid	a. 1~5	<input type="checkbox"/>	b. 6~10	<input type="checkbox"/>	
<input type="checkbox"/>	B. Unpaid	c. 11~20	<input type="checkbox"/>	d. 21~30	<input type="checkbox"/>	
<input type="checkbox"/>	C. Other	e. 31~40	<input type="checkbox"/>	f. 41~50	<input type="checkbox"/>	
	C. Details of "Other"	g. 51 or more	<input type="checkbox"/>			
<input type="text"/>						
List details of support activities conducted by the students reported in 1. or 2. (2-i., 2-ii., or 2-iii.) above. Note: If there are multiple activities, list all activities.						
<input type="text"/>						
<input type="checkbox"/>	3. Institution does not have students who provide support (support is not provided by students).					

**3. Activities and programs**

If your institution conducts any of the following activities or programs, enter a "1" in the corresponding box.

<input type="checkbox"/>	i. Programs to prevent occurrences of unfair discrimination and/or harassment based on disability.	
	a. Workshops/training for faculty and staff	<input type="checkbox"/>
	b. Workshops/training for students	<input type="checkbox"/>
	c. Distribution of brochures, etc.	<input type="checkbox"/>
	d. Other <input type="text"/>	<input type="checkbox"/>

<input type="checkbox"/>	ii. Programs to increase understanding of social barriers, and facilitate the provision of reasonable accommodations	
	a. Workshops/training for faculty and staff	<input type="checkbox"/>
	b. Workshops/training for students	<input type="checkbox"/>
	c. Distribution of brochures, etc.	<input type="checkbox"/>
	d. Other <input type="text"/>	<input type="checkbox"/>

<input type="checkbox"/>	iii. Public dissemination of information related to support (viewable by the general public on the institution's website)	
	a. Point of contact for consultation	<input type="checkbox"/>
	b. Procedures for requesting support	<input type="checkbox"/>
	c. Process for determining support	<input type="checkbox"/>
	d. Explanation of specific classroom and other supports	<input type="checkbox"/>
	e. Number of currently enrolled students with disabilities	<input type="checkbox"/>
	f. Number of currently enrolled students with disabilities to whom support is provided	<input type="checkbox"/>
	g. Campus accessibility maps	<input type="checkbox"/>
	h. Other <input type="text"/>	<input type="checkbox"/>

<input type="checkbox"/>	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	

<input type="checkbox"/>	v. Collaboration with other institutions	
	List the names of institutions with which your institution collaborates, and the details of collaboration, and/or the names of networks (run by educational institutions) in which your institution participates, and details of network activities.	
	title/ content	

vi. Collaboration with external agencies

List the names of collaborating agencies, such as consultation and support agencies, training agencies, and companies; also provide details of collaboration.

title/ content	
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title/ content	
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title/ content	
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title/ content	
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title/ content	
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title/ content	
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vii. Consultations and informal meetings (for students with disabilities and support staff)

viii. On-campus training for faculty (e.g., faculty development) on supporting students with disabilities

title/ content		Target audience
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title/ content		Target audience
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title/ content		Target audience
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title/ content		Target audience
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title/ content		Target audience
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title/ content		Target audience
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ix. On-campus training for administrative/technical staff (e.g., staff development) on supporting students with disabilities	
title/ content	Target audience

x. Number of faculty or staff sent to off-campus trainings on supporting students with disabilities	
title/ content	number of persons sent

<input type="checkbox"/>	xi. Training for students on supporting students with disabilities (e.g., notetaker training)	
		number of trainings
title/ content		
		number of trainings
title/ content		
		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 campus” and other events

xiv. Informing students about rights and responsibilities on requesting disability support services, and providing examples of supports provided in the past, during new student orientations

<input type="checkbox"/>	xv. Public lectures or other events related to supporting students with disabilities	
		Target audience
title/ content		
		Target audience
title/ content		
		Target audience
title/ content		
		Target audience
title/ content		
		Target audience
title/ content		
		Target audience
title/ content		

xvi. Classes on support for students or persons with disabilities (e.g., volunteer theory)	
title/ content	Type

**4. Accommodations during the admissions process**

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

<input type="checkbox"/>	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.”	<input type="checkbox"/>
	b. Specific accommodations are listed according to the degree of difficulty experienced.	<input type="checkbox"/>
	c. Other <input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	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.”	<input type="checkbox"/>
	b. Specific accommodations are listed according to the degree of difficulty experienced.	<input type="checkbox"/>
	c. Other <input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	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 the admission process

<input type="checkbox"/>	i. Consultations are provided upon request.	
<input type="checkbox"/>	ii. An institution-wide deadline for consultations has been established (specify below).	
	a. Until the admission application deadline <input type="checkbox"/>	b. Until the day before the exam <input type="checkbox"/>
	c. Other <input type="text"/>	<input type="checkbox"/>
<input type="checkbox"/>	iii. The process differs depending on the faculty/department, or format of examination.	
<input type="checkbox"/>	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

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



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

Category	Testing Accommodations														W. Other									
	A. Exam given in braille, and answered in braille	B. Exam questions in large print	C. Answer sheet in large print	D. Exam questions read out loud, and answered orally	E. Text/letter response instead of a scantron sheet	F. Use of check marks for response	G. Extended exam time	H. Lighting equipment was provided	I. Special desk was used	J. Use of personal magnifying glass	K. Use of personal hearing aid	L. Use of own wheelchair	M. Applicant used their personal crutch(es)	N. Use of personal computer/laptop		O. Sign language interpretation	P. Instructions in writing /written communication	Q. Seating by a window for good lighting	R. Arrangement of the exam room near a bathroom	S. Use of a private exam room	T. Alternate exam room on the first floor	U. Provision of a personal care assistant	V. Permission to drive to exam site	
Blindness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deafness	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech/language impairment only	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Functional impairment of upper extremity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Functional impairment of lower extremity	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Functional impairment of upper and lower extremities	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 functional impairment	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 including visceral impairment	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 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
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more physical impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific learning disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attention-deficit/hyperactivity disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autism spectrum disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Two or more developmental disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Schizophrenia and related disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mood disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Neuroses and related disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Eating and sleep disorders	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 mental disorder	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	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 ↓ Breakdown	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Developmental disorders (not diagnosed by physician, but accommodations provided)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific learning disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attention-deficit/hyperactivity disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autism spectrum disorder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Note:** In the following section, report individuals who, although undiagnosed by a physician, were believed to have developmental disorders, and who were provided with accommodations based on their request, etc.

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.

	Disability type	Details of accommodations provided
1	Visual impairment: Blindness	
2	Visual impairment: Low vision	
3	Hearing or speech/language impairment: Deafness	
4	Hearing or speech/language impairment: Hard of hearing	
5	Hearing or speech/language impairment: Speech/language impairment only	
6	Orthopedic impairment: Functional impairment of upper extremity	
7	Orthopedic impairment: Functional impairment of lower extremity	
8	Orthopedic impairment: Functional impairment of upper and lower extremities	
9	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	Developmental disorder: Two or more developmental disorders	
17	Mental disorder: Schizophrenia and related disorders	
18	Mental disorder: Mood disorders	
19	Mental disorder: Neuroses and related disorders	
20	Mental disorder: Eating and sleep disorders	
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	Undiagnosed, but believed to have a developmental disorder, and accommodations provided: Unspecified	

**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.

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

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

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

(2) Graduates with disabilities, by status (as of May 1, 2018)

Disability type	a. Number of graduates pursuing further education						b. Graduates who obtained employment (excluding 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/training institutions	e. Graduates admitted to social welfare or medical facilities	f. In temporary employment	g. Other than a. through f.*	h. Status unknown, or deceased
	A. University graduate program	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							
Visual impairment						0							
Hearing or speech/language impairment	Blindness					0							
	Low vision					0							
Orthopedic impairment	Deafness					0							
	Hard of hearing					0							
	Speech/language impairment only					0							
	Functional impairment of upper extremity					0							
	Functional impairment of lower extremity					0							
Health impairment or chronic disease/conditions	Functional impairment of upper and lower extremities					0							
	Other functional impairment					0							
	Health impairment including visceral impairment					0							
Two or more physical impairments	Other chronic disease/condition					0							
	Other physical impairments					0							
Developmental disorder	Specific learning disorder					0							
	Attention-deficit/hyperactivity disorder					0							
	Autism spectrum disorder					0							
	Two or more developmental disorders					0							
Mental disorder	Schizophrenia and related disorders					0							
	Mood disorders					0							
	Neuroses and related disorders					0							
	Eating and sleep disorders					0							
Other disability	Other mental disorder					0							
	Other disability					0							
Total						0	0	0	0	0	0	0	0

\*Other than a. through f.: Graduates who are known to be neither in school nor employed, such as those who live with their families in order to help around the house. Graduates whose specific status is not known are reported in this category when it is clear that they are neither in school nor employed.

Below: Outcomes for graduates believed to have developmental disorders, to whom any supports were provided.

Type of disability	a. Number of graduates pursuing further education						b. Graduates who obtained employment (excluding 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/training institutions	e. Graduates admitted to social welfare or medical facilities	f. In temporary employment	g. Other than a. through f.	h. Status unknown, or deceased
	A. University graduate program	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							
Developmental disorders (not diagnosed by physician, but accommodations provided)	Specific learning disorder					0							
	Attention-deficit/hyperactivity disorder					0							
	Autism spectrum disorder					0							
	Unspecified					0							
Total						0	0	0	0	0	0	0	0

**7. Number of students with disabilities**

(1) Number of students with disabilities in on-campus undergraduate programs

Field of study (major)	Category	Visual impairment				Hearing or speech/language impairment			Orthopedic impairment				Health impairment or chronic disease/conditions		Two or more physical impairments		Developmental disorder				Mental disorder					Other disability	Total	
		Blindness	Low vision	Deafness	Hard of hearing	Speech/language impairment only	Other functional impairment	Functional impairment of lower extremity	Functional impairment of upper and lower extremities	Functional impairment of trunk or mobility impairment	Health impairment including visceral impairment	Other chronic disease/condition	Two or more physical 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						
Number of students with disabilities in all on-campus undergraduate programs	Number of these students receiving support	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	
	Number of newly enrolled students with disabilities in the 2018-19 academic year																											
	Number of these students receiving support																											
	Number of students on academic leave (as of May 1, 2018)																											
	Number of these students receiving support																											
Number of students whose years of enrollment exceed the minimum required years of study	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																											
A. Humanities	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																											
B. Social sciences	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																											
C. Science	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																											
D. Engineering	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																											
E. Agriculture	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																											
F. Health sciences (medicine and dentistry)	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																											
G. Health sciences (other than medicine and dentistry)	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																											
H. Commercial shipping	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																											
I. Home economics	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																											
J. Education	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																											
K. Arts	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																											
L. Other	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																											

Category	Visual impairment		Hearing or speech/language impairment		Orthopedic impairment				Health impairment or chronic disease/conditions		Two or more physical impairments		Developmental disorder				Mental disorder					Other disability		Total																								
	Blindness	Low vision	Deafness	Hard of hearing	Speech/language impairment only	Other functional impairment	Functional impairment of lower extremity	Functional impairment of upper and lower extremities	Functional impairment of trunk or mobility impairment	Health impairment including visceral impairment	Other chronic disease/condition	Two or more physical 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	Other disability																										
Combinations with developmental disorders																								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											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	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	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
Combinations with mental disorders																								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	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
																								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	0
																								0	0																0	0	0	0	0	0	0	0
																							0	0																0	0	0	0	0	0	0	0	

▲このシートの先頭に戻る

**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)

	Field of study (major)	Breakdown of students reported under “other chronic disease/condition”	A	B
	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 Institutions.	Note: List diagnostic terms (e.g., atopic dermatitis, epilepsy, anaphylaxis) for each disability reported under "other chronic disease/condition."	Number of students with disabilities	Number of these students receiving support
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
Total			0	0

**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)

	Field of study (major)  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 Institutions.	Breakdown of students reported under "other mental disorder"  Note: List diagnostic terms (e.g., intellectual disability, gender dysphoria, executive dysfunction) for each disability reported under "other mental disorder."	A	B
			Number of students with disabilities	Number of these students receiving support
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
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)

	Field of study (major)  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 Institutions.	Breakdown of students reported under "other disabilities"  Note: List diagnostic terms for each student reported under "other disabilities."	A	B
			Number of students with disabilities	Number of these students receiving support
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
Total			0	0



Category	Number of students receiving support																			Support provided or not		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
Non-academic supports	1	securing dedicated space for personal use	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	2	support related to commuting to school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	academic life gathering of information on previous individual support received	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	support for information acquisition/access	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	self-management guidance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	social skills guidance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	accommodations related to interpersonal relations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	8	support for daily life activities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	9	professional counseling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	10	collaboration with healthcare providers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	11	storage, etc. of medical devices or medications	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12	provision of dedicated room for rest/breaks or medical procedures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	13	personal care assistance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	14	permission for personal attendant to be on campus or in classroom	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	15	career education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	16	provision of job search information specific to students with disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	17	provision of job search support information; referral to support organizations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	18	development of internship sites/opportunities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	19	development of employment sites/opportunities; job search support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19	other non-academic supports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Note:** List details of other non-academic supports in the space below.

Disability type		Details of supports provided
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**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).

<input type="checkbox"/>	Determining whether academic difficulties experienced by a student are due to a developmental disorder
<input type="checkbox"/>	Understanding displayed by faculty member toward students with developmental disorders
<input type="checkbox"/>	Understanding displayed by administrative staff toward students with developmental disorders
<input type="checkbox"/>	Understanding displayed by student peers toward students with developmental disorders
<input type="checkbox"/>	Understanding by students with developmental disorders of their own condition
<input type="checkbox"/>	Understanding displayed by parents of students with developmental disorders
<input type="checkbox"/>	Support structure and internal coordination between offices
<input type="checkbox"/>	Handling of personal information
<input type="checkbox"/>	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 "1" beside the types of supports provided to these students. Please note that the numbers of students reported in this section are not to be included in section 7. "Number of students with disabilities."

[1] Undergraduate (on-campus). Fields of study (majors): From humanities to health sciences (medicine and dentistry)

Academic supports	Humanities			Social sciences			Science			Engineering			Agriculture			Health sciences (medicine and dentistry)			
	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Unspecified
Number of students believed to have developmental disorders to whom any supports are provided																			
Number of newly enrolled students with disabilities in the 2018-19 academic year																			
Number of students on academic leave (as of May 1, 2018)																			
Number of students whose years of enrollment exceed the minimum required years of study																			
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																			
9 captioning 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																			
28 other academic supports																			

Note: List details of other academic supports in the space below.

Disability type	Details of supports provided
1	
2	
3	
4	
5	

Field of study (major)/disability type	Humanities			Social sciences			Science			Engineering			Agriculture			Health sciences (medicine and dentistry)			
	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Unspecified
Number of students believed to have developmental disorders to whom any supports are provided 1 securing dedicated space for personal use 2 support related to commuting to school 3 gathering of information on previous individual support received 4 support for information acquisition/access 5 self-management guidance 6 accommodations related to interpersonal relations 7 support for daily life activities 8 professional counseling 9 collaboration with healthcare providers 10 storage, etc. of medical devices or medications 11 provision of dedicated room for rest/breaks or medical procedures 12 personal care assistance 13 permission for personal attendant to be on campus or in classroom 14 career education 15 provision of job search information specific to students with disabilities 16 provision of job search support information; referral to support organizations 17 development of internship sites/opportunities 18 development of employment sites/opportunities; job search support 19 other non-academic supports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Note: List details of other non-academic supports in the space below.

Disability type	Details of supports provided
1	
2	
3	
4	
5	

[1] Undergraduate (on-campus). Fields of study (majors): From health sciences (other than medicine and dentistry) to "other"

Field of study (major)/disability type	Health sciences (other than medicine and dentistry)			Commercial shipping			Home economics			Education			Arts			Other			
	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Specific learning disorder	Attention-deficit/hyperactivity disorder	Autism spectrum disorder	Unspecified
Number of students believed to have developmental disorders to whom any supports are provided																			
Number of newly enrolled students with disabilities in the 2018-19 academic year																			
Number of students on academic leave (as of May 1, 2018)																			
Number of students whose years of enrollment exceed the minimum required years of study																			
Academic supports	1 text-to-braille, or braille-to-text transcription																		
	2 digitization of textbooks/printed class materials																		
	3 magnification of textbooks/printed class materials																		
	4 guide assistance																		
	5 readers																		
	6 sign language interpretation																		
	7 notetaking																		
	8 computer-assisted notetaking																		
	9 subtitling of video 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 equipment/technology																		
	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																		
	28 other academic supports																		
<b>Note:</b> List details of other academic supports in the space below.																			
Disability type																			
Details of supports provided																			
1																			
2																			
3																			
4																			
5																			



**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.

**◆Thank you for your cooperation.◆**

## 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.

### B.

**“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](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.