

Guide for Supporting Students
with Disabilities

Build an Inclusive Campus Together

[For Faculty and Staff]

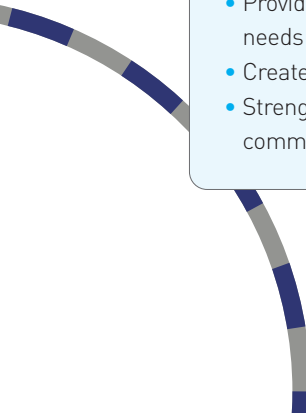
This guide is not merely a manual of fixed procedures and methods. Rather, it is designed to help readers make sound judgments and respond appropriately across diverse situations.

- Provide individualized and customized support reflecting the needs of students with disabilities.
- Create an inclusive campus for everyone.
- Strengthen the capacities of students with disabilities and related community members.



서울대학교 장애학생지원센터

Center for Students with Disabilities, Seoul National University



Seoul National University Has a Diverse Student Body

- Students with disabilities include not only those with physical, visual, or hearing impairments, but also students with a wide range of disability types and characteristics.
- A severe disability does not necessarily mean support is required, and conversely, a mild disability does not mean support is unnecessary.
- Seoul National University supports students with disabilities through cooperation among the Center for Students with Disabilities, various university offices, and numerous colleges/departments.
- Detailed information pertaining to students with disabilities can be found through the Higher Education in Korea Information Service (University Information Disclosure System).

Types and Characteristics of Disabilities

Fifteen Types of Disabilities under the ‘Act on Welfare of Persons with Disabilities’

Physical and Sensory Disabilities	Internal Organ Disabilities	Developmental and Mental Disabilities
- Physical disability - Brain lesion disability - Visual impairment - Hearing impairment - Speech impairment - Facial disfigurement	- Kidney disability - Heart disability - Liver disability - Respiratory disability - Epilepsy - Ostomy/urostomy disability	- Intellectual disability - Autism spectrum disorder - Mental disability

Creating an Inclusive Campus Is Not Difficult

| Basic Principles of Communication

- Respect the individuality of students with disabilities.
- Ask directly and confirm what support is needed.
- Think of support as an ongoing process of coordination rather than something that can be done all at once.
- When necessary, communicate not only with the student but also with multiple involved parties.

| Build Trust Through Communication

- Concerns expressed by saying “I’m not sure if it’s okay to say this...” or “I’m worried about making a mistake...” are completely natural.
- If questions and/or explanations are based on good intentions, misunderstandings or mistakes can be resolved through mutual understanding and adjustment.
- Please ask students directly what they need.
- The most important starting point is to approach conversations with openness and a willingness to communicate.

| Please Invite “Everyone” from the Planning Stage

- When planning and operating events such as lectures, orientations, and extracurricular programs, please consider the participation of students with disabilities in advance.

Considerations When Organizing Events

Accessibility of the venue (e.g., stairs, ramps, elevators), seating arrangements, the provision of visual and auditory materials (i.e., captions and advance distribution of materials, if necessary)



◀ Please refer to the QR code for detailed support methods.

Create an Accessible Learning Environment for Everyone

| Course Syllabi

- Providing detailed syllabi in advance greatly helps students select courses and prepare for learning.
- Statements regarding support for students with disabilities are included in syllabi by default and may be revised to reflect the characteristics of each course.

| Class Preparation

- If a student using a wheelchair has difficulty accessing the classroom, a classroom change may be necessary.
- Information regarding a student's disability may be confirmed either through accommodation letters or through direct communication with the student. These letters should include support needs related to course participation and may be sent before or during the semester.
- After receiving a letter, please discuss support methods with the student through an individual meeting.
- Support should consider both the characteristics of the student's disability and the nature of the course.



서울대학교 장애학생지원센터
Center for Students with Disabilities, Seoul National University

교수님께

학년도			학기	
교과목명				
성명			학번	
대학(원)			학과(부)	

위 학생은 「장애인복지법」 등에 따라 서울대학교에 등록한 장애학생으로, 장애학생지원센터에 지원의 필요를 증명하는 서류를 제출하였습니다.
「장애인 등에 대한 동수교육법」 및 「서울대학교 장애학생 교육·복지 지원 규정」에 의거하여 교수·학습 및 평가에 있어 적절한 지원(조정)을 요청 드립니다.

교수·학습 지원(조정)			
평가 지원(조정)			
기타			

문의사항이 있는 경우 장애학생지원센터로 연락주시기 바랍니다.
감사합니다.

서울대학교 장애학생지원센터장

02-880-8786, 8787 870887@snu.ac.kr

Sample Accommodation Letter

| Course Materials

- Some students with disabilities can participate in class only when materials are converted into accessible formats (digital text files) such as braille, audio, or enlarged text. If possible, please provide lecture materials and readings in advance through eTL before class.
- If lecture materials are not available as digital text files, they can be provided in advance to the Center for Students with Disabilities for assistance with conversion.
- Lecture materials should have clear contrast between background and text, include written descriptions of images and graphics, and provide captions for video materials.

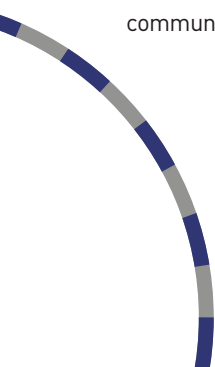
Connect Everyone Through Inclusive Classes

| Student Support Personnel Program

- Any student interested in supporting other students with disabilities may participate.
- Support personnel are matched one-on-one with students with disabilities and provide assistance by, for instance, taking notes, preparing course materials, and providing mobility assistance and/or daily living support.
- Participants may receive activity stipends or academic credit through social service courses, and certificates of participation are issued.

- In major-specific courses, it is often difficult to recruit support personnel from other departments when those courses involve specialized terminology and content. The most effective arrangement is often when a student taking the same course serves as the support provider.
- A single notice saying “Support Personnel Needed” can help guarantee the learning rights of students with disabilities.
- Posting recruitment notices through course-wide emails or group chats can significantly help recruit support personnel.
- We ask for your active cooperation in creating inclusive classes for everyone.

| Checklist for Improving Accessibility for All

- Are multiple communication methods such as KakaoTalk channels and/or email available for students who may have difficulty communicating by phone?
 - If announcements include images, are the contents of the images also provided in text form or through appropriate alternative descriptions?
 - Are memo pads and pens available in offices or laboratories for situations requiring written communication?
- 

Considerations During Class

| Lecture-Based Classes

- For students with visual difficulties, explain board writing and screen content verbally as well. Instead of demonstrative expressions such as “this” or “that,” provide specific verbal descriptions.
- For students with hearing difficulties, use microphones and speak clearly. For students who rely on lip-reading, it is better to face such students rather than the board or screen while teaching.
- Some students with disabilities may require support personnel to accompany them during class. Support personnel assist with note-taking, mobility, and practical activities; they are not students participating in the course. Please cooperate so that support personnel can perform their roles effectively.

| Presentations, Discussions, Group Work, and Laboratory/Practical Classes

- Additional accommodations may be needed considering how students with disabilities participate.
- To ensure accessibility for all students, including students with hearing impairments, discussions may be conducted through reading and writing using laptops or smartphones instead of relying solely on speaking and listening.
- Students who experience difficulties with social communication or immediate situational judgment may be provided with support personnel or alternative activities.

| Online Classes

- To ensure that all students can participate fully, please provide captions for class content and allow both voice and chat-based questions.



◁ Please refer to the QR code for detailed support methods.

Accommodations for Fair Evaluations

Adjusting assessments so that students are evaluated on an equal basis without disadvantages due to a disability is a professional academic process. This is not a “special privilege” but an effort to ensure fairness. Because accommodations differ according to the characteristics of certain disabilities, communication and coordination with the student are essential.

01. Exam Time Students may require extended time for exams with heavy reading and writing demand levels.

Disability Type and Severity		Example of Accommodation (based on Korean SAT standards)
Visual impairment	Severe	1.7× extended time, braille test paper provided
	Mild	1.5× extended time, enlarged test paper provided
Motor disabilities such as brain lesion disorders		1.5× extended time

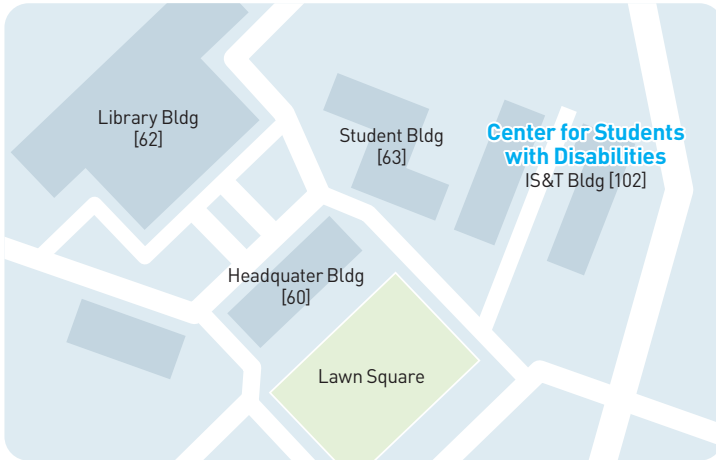
02. Exam Location Separate testing rooms and proctors may be provided.

03. Test Materials Braille or enlarged test papers, Permission to use assistive devices, Oral reading of test questions, and other such measures.

04. Answer Sheets Permission to use assistive devices, Use of scribes, and other such measures.

- Questions that rely excessively on specific sensory or physical functions may be modified into alternative formats while maintaining the learning objectives. Examples include listening test items, questions requiring drawing, or items evaluating specific physical abilities.
- Written exams can be replaced with oral exams, presentations with written reports, or practical tests with alternative assignments.
- The use of assistive devices such as braille note-taking devices or magnifiers is not considered cheating; rather, such devices represent a means by which to access the examination.

Directions



Center for Students with Disabilities

Building 102, 1st Floor

02-880-8786, 8787

snudanbi@snu.ac.kr

snudanbi.snu.ac.kr

