

SPED 446: Seminar in Special Education: Barrier-Free Japan
Spring 2020

Instructor: Linda Oshita, Ph.D.

Contact information: lindao@hawaii.edu

Class meeting times: Mondays and Wednesdays from 1:00pm – 2:30pm

Class location: To be announced (TBA)

Office location: KIEC Main Office and 271

Office hours: Mondays-Fridays from 11:00am-12:30pm and by appointment

Course description: In this seminar, students will learn about barriers people from disadvantaged communities in Japan (e.g., people with disabilities, ethnic minorities, people living in poverty, people who are geographically disadvantaged) face with regards to employment, education, health, and other community resources and the implications of these barriers. Students will have opportunities to engage with professionals in the community who work to remove these barriers and provide access to these community resources.

Course Format: Lecture/discussion

Credits: Three (3) credits

Pre-requisites: None

Student Learning Outcomes (SLOs)

Student will learn about:

1. Challenges and issues that people with disabilities and those from disadvantaged communities in Japan encounter in the community
2. Barriers or restricted access to education, employment, and other community resources
3. Ways to support and provide access to education, employment, and other community services
4. Careers in education and social services in Japan
5. Engaging with professionals and others in the Japanese education and social services community

Professional dispositions: Students are expected to behave in a culturally-appropriate and professional manner during all field visits and class sessions. This includes but is not limited to: (1) being on-time field trips and classes; (2) interacting with field site personnel and others in a professional manner; (3) wearing attire appropriate for the visit/class; and (4) following all field site rules and policies. Students who do not demonstrate appropriate conduct in field will be asked to immediately leave the site. No points will be earned for dismissal from field activities.

Attendance policy: Students are expected to attend all scheduled classes and fieldtrips on time. In the case of illness, please stay at home and contact the course instructor right away. The instructor may provide alternative assignments in the case of excused absences from field trips. Absences must be cleared with the course instructor. Missed field trips due to unexcused absences/tardies cannot be made up.

- a. Use of Internet, mobile devices, and social media: For confidentiality purposes, no photos/videos are allowed during field trips. In addition, no posts about specific field trip experiences are allowed on social media.

Required Texts and Readings (subject to change)

Accessible Japan (2017). Tokyo: All you need to know about traveling to Tokyo with a disability.

Barrier Free Japan blog: <https://barrierfreejapan.com/>

Access Japan: <https://www.accessible-japan.com/>

Course Assignments, Assessment and Grading

Attendance and participation (10 points)

Students are required to attend and participate in all scheduled class sessions. Students are required to attend classes on time and stay for the entire class. Unexcused absences in excess of one week's worth of instruction (e.g., more than two classes) will result in a ten-point deduction for every unexcused absence.

Professional dispositions (25 points)

Students are expected to behave in a culturally-appropriate and professional manner during all field visits and class sessions. This includes but is not limited to: (1) being on-time field trips and classes; (2) interacting with field site personnel and guest speakers in a culturally appropriate and professional manner; (3) wearing attire appropriate for the visit; and (4) following the sites' rules and policies. Students who do not demonstrate appropriate conduct in field or in class will be asked to leave the site. Students cannot earn points if they are dismissed from field activities and/or class.

Reflective field notes (25 points)

After each interaction with a professional, students are required to submit a three-page reflective journal (for a total of 6 journal entries, 18 pages total). Students will be given questions to help prompt their written responses. The purpose of these reflective journal entries is to give students the opportunity to reflect and write about their experiences in a systematic way. In addition, students will discuss their impressions during class after each field visit.

	Exemplary	Acceptable	Unacceptable
Concept	All criteria in Acceptable plus: -Student is able to see the issues from both the Japanese perspective and the perspective of their home culture	Student is able to: -demonstrate cultural awareness -identify personal biases - understand impact of biases on working with others -analyze issues at a basic level;	Student is unable/unwilling to: -demonstrate cultural awareness -identify personal biases

		-take into account another perspective;	-understand the impact of personal biases on working with others -analyze issues at a basic level -take into account another perspective
Discussion	All criteria in Acceptable plus: -discussion leader engaged the group in thought-provoking discussion/engaging activity relevant to the topic	Communication is: -clear - appropriate to the situation -respectful -positively adds to the discussion	Communication is: -unclear -inappropriate to the situation disrespectful, hurtful does not positively contribute to the discussion
Paper mechanics	All criteria in Acceptable plus: -Very well-organized; -No grammatical/spelling errors;	-content is organized; -few grammatical/spelling errors; -within page limit -provides adequate detail -addresses the questions/prompts	-Content is disorganized; -Grammatical/spelling errors -details are inadequate -does not address/partially address the questions/prompts -Well over/under page limit

Blog entries to Accessible Japan Kobe and Other Forums (10 points)

Students will post information about accessible sites around Hyogo-ken and/or other areas around Japan. More information about this assignment will be provided in class.

Final project (15 points)

Based on the concepts we have learned in this course, students will develop a concept (tangible or intangible) that will provide individuals in Japan who face barriers with access to a community resource. In this final project, you will tell us:

- 1) Your concept
- 2) What issue/problem is it intended to address? (Be specific and give details about the social problem/issue you intend to address).
- 3) For whom it is intended? (Be specific and clearly address why this issue is a problem in Japan for this targeted population. Be sure to include details to support your proposal).
- 4) What does it do/how does it work?
- 5) How will it benefit your target population and the overall community?
- 6) What have you done/need to do in order to make this a reality?

Choose one of two ways to display your final project:

- 1) Written paper – 10-page paper, double-spaced, computer generated, with illustrations OR
- 2) A short (5-7 minute) video (edited)

Final Project (paper or video) rubric:

	Exemplary	Acceptable	Unacceptable
Concept	All criteria in Acceptable plus: -Student is developing/has already developed the described concept	Clearly describes: -the issue/problem to be addressed; -how the concept addresses the stated issue/problem -potential benefit to the community -steps required to develop concept	Does not clearly describe: -issue/problem to be addressed; -how concept addresses the stated issue/problem -potential benefit to the community; -steps required to develop concept
Paper mechanics/video quality	All criteria in acceptable plus: For paper: -Very well-organized; -No grammatical/spelling errors; For video: -No editing errors; -Video is of high quality	-Content is organized; -Submitted on time For paper: -Few grammatical/spelling errors; -Within 10-page limit For video: -Minor editing errors; -Video quality is suitable for viewing (e.g., audio); -Within 5-7 minutes	-Content is disorganized; -Submitted late For paper: -Grammatical/spelling errors -Well over/under 10-page limit For video: -Poor/no editing -Video quality is unsuitable for viewing (e/g. poor audio) editing, -Well over/under 5-7 minutes

Final presentation (15 points)

At the end of the semester, students are required to give a 15-minute presentation of their final project. Students may choose to use Power Point or show their videos (see above) to the class.

Final presentation rubric:

	Exemplary	Acceptable	Unacceptable
Concept	All criteria in Acceptable plus: -Presenter is developing/has already developed the described concept	Clearly describes: -the issue/problem to be addressed; -how the concept addresses the stated issue/problem with target population -potential benefit to the community -steps required to develop concept	Does NOT clearly describe: -issue/problem to be addressed; -how concept addresses the stated issue/problem -potential benefit to the community; -steps required to develop concept
Presentation	All criteria in acceptable plus: -Presentation was engaging, -Presenters were able to generate good discussion with audience	-Slides are visually appealing; -Content is well organized; -No grammatical/spelling errors;	-Slides are visually unappealing, no slides developed, incomplete; -Content is disorganized; -Grammatical/spelling errors

		-Within 5 minute time frame	-Well over/under 5 minute time frame
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Assignment summary:

Assignment	Points	Due
Attendance and participation	10 points	Throughout the semester
Professional conduct	25 points	Throughout the semester
Reflective field notes	25 points	Throughout the semester
Kobe Forum contributions	10 points	Throughout the semester
Final project	15 points	End of the semester
Final presentation	15 points	End of the semester
Total points	100 points	

Grading scale is as follows:

A = 90-100 points
 B = 80-89 points
 C = 70-79 points
 D = 60-69 points
 F = 59 points or lower

Course Schedule

Sample schedule (subject to change):

Class Meeting	Assignment/Site Visit	Due
Class 1	Syllabus, course expectations	
Class 2	Barrier free Japan	Assigned readings
Class 3	Disability issues in Japan	Reflective field notes
Class 4	Ethnic minorities in Japan	Assigned readings
Class 5	Removing barriers to education	Assigned readings
Class 6	Special education in Japan	Assigned readings
Class 7	Guest speaker: Prof. Kumiko Matsumoto School Psychologist Tokyo Public Schools Topic: Students with Disabilities in Japanese Public Schools	Assigned readings
Class 8	-Removing barriers to transportation/mobility -Universal design	Reflective field notes 1 (Prof. Matsumoto)
Class 9	Field trip: JR Sannomiya Station	Assigned readings

Class 10		Reflective field notes 2 (Jr field trip)
Class 11	Remote island communities of Japan	Assigned readings
Class 12	Guest speaker: Prof. Shin Kurata University of Nagasaki Topic: Island-to-Island: Connecting Students from across the Pacific using Educational Technology	Assigned readings
Class 13		Reflective field notes 3 (Prof Kurata)
Class 14	Removing barriers to employment	Assigned readings
Class 15	Removing barriers to employment	Reflective field notes 4
Class 16	Removing barriers to recreation	Assigned readings
Class 17	Removing barriers to recreation	Reflective field notes 5
Class 18	Removing barriers to healthcare	Assigned readings
Class 19	Removing barriers to independent living	Assigned readings
Class 20	Removing barriers to independent living	Assigned readings
Class 21	Wrap up	Reflective field notes 6
Class 22	Student presentations	
Class 23	Student presentations	
Class 24	Student presentations	Final project due
Class 25	Student presentations	