

February 2019

# Japan: Universal Design and Innovation

Lindsay Kravit  
*SIT Graduate Institute*

Follow this and additional works at: <https://digitalcollections.sit.edu/capstones>



Part of the [International and Comparative Education Commons](#), [Japanese Studies Commons](#), and the [Special Education and Teaching Commons](#)

---

## Recommended Citation

Kravit, Lindsay, "Japan: Universal Design and Innovation" (2019). *Capstone Collection*. 3143.  
<https://digitalcollections.sit.edu/capstones/3143>

This Thesis (Open Access) is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in Capstone Collection by an authorized administrator of SIT Digital Collections. For more information, please contact [digitalcollections@sit.edu](mailto:digitalcollections@sit.edu).

JAPAN: UNIVERSAL DESIGN AND INNOVATION PROGRAM PROPOSAL

Lindsay S. Kravit

PIM 75

A capstone paper submitted in partial fulfillment of the requirements for a Master  
of Arts in International Education at SIT Graduate Institute in Brattleboro,

Vermont, USA.

Advisor: Linda Drake Gobbo

## Table of Contents

<b>Abstract .....</b>	<b>4</b>
<b>Program Introduction .....</b>	<b>5</b>
Host Institution: Shizuoka University of Art and Culture.....	7
Abroad With Disabilities (AWD) as a Partner for Student and Staff Training .	7
Why Japan? .....	8
<b>Literature Review .....</b>	<b>11</b>
<b>Critical Disability Theory .....</b>	<b>11</b>
<b>Universal Design and Universal Design for Learning .....</b>	<b>13</b>
Historical Background.....	13
<b>Kolb's Cycle of Experiential Learning (ELC).....</b>	<b>18</b>
<b>Needs Assessment: Context and Analysis .....</b>	<b>21</b>
Benefits and Limitations: Study Abroad Professionals.....	22
Benefits and Limitations: Tufts University undergraduate students .....	24
Predictions Versus Outcomes.....	25
Summary of Needs Assessment.....	27
<b>Goals and Objectives .....</b>	<b>28</b>
Program Goals.....	28
Program Objectives .....	29
Participant Goals: .....	29
Participant Objectives: .....	30
<b>Program Description .....</b>	<b>30</b>
<b>Curriculum Overview .....</b>	<b>33</b>
<b>Pre-program.....</b>	<b>34</b>
Technology and Materials.....	37
<b>Staffing Plan .....</b>	<b>39</b>
<b>Marketing and Recruitment.....</b>	<b>42</b>
<b>Marketing and Recruitment Plan.....</b>	<b>42</b>
<b>Admissions Requirements.....</b>	<b>44</b>
<b>Application Requirements .....</b>	<b>45</b>
<b>Logistics .....</b>	<b>46</b>
Transportation .....	46
Accommodations .....	47
<b>Health and Safety.....</b>	<b>48</b>
Local Support .....	48
Peace of Mind .....	49
<b>Accessibility Statement.....</b>	<b>51</b>
<b>CIEE Accessibility Statement.....</b>	<b>51</b>

<b>J:UD&amp;I Program Accessibility Statement .....</b>	<b>51</b>
<b>Crisis Management.....</b>	<b>52</b>
<b>Student and Program Evaluation .....</b>	<b>53</b>
<b>Participant Evaluation.....</b>	<b>53</b>
<b>Program Evaluation .....</b>	<b>54</b>
<b>Conclusions .....</b>	<b>54</b>
<b>References .....</b>	<b>55</b>
<b>Appendices .....</b>	<b>59</b>
<b>Appendix A – Shizuoka University of Art and Culture (SUAC) Pillars .....</b>	<b>59</b>
<b>Appendix B – Principles of Universal Design .....</b>	<b>61</b>
<b>Appendix C – Principles of Universal Design for Learning .....</b>	<b>62</b>
<b>Appendix D – Needs Assessment Surveys.....</b>	<b>64</b>
For Study Abroad Professionals .....	64
For Tufts Undergraduate Students .....	67
<b>Appendix E – Program Facilitator Interview Questions.....</b>	<b>69</b>
<b>Appendix F – Course Overview.....</b>	<b>70</b>
Syllabus .....	70
Program Timeline .....	73
Program Schedule .....	73
<b>Appendix G - List of Stakeholders.....</b>	<b>88</b>
<b>Appendix H – Budget and Budget Notes.....</b>	<b>88</b>
Budget Notes .....	91
<b>Appendix I – Emergency Documents .....</b>	<b>92</b>
<b>Appendix J – Evaluation Surveys .....</b>	<b>93</b>
Directly Post-Program Survey.....	93
6 Months Post-Program Survey.....	94

## Abstract

Recent trends in study abroad have seen a positive push for expanding diversity in student numbers; however, that push has generally not been targeted towards students with learning differences and disabilities (MIUSA, 2017). Though not exclusively tailored to participants with disabilities, The *Japan: Universal Design and Innovation* program is a summer program that builds participants' knowledge, skills, and awareness in the topics of disability, access, and inclusion through the curricular/pedagogical methods of Experiential Learning and Universal Design. It takes place in Tokyo and Shizuoka Prefecture in Japan over the course of one month. It aims to challenge the concept of disability through the *Critical Disability Theory*, shifting participants' perception of the term "disability" to more realistically mean a "difference" in ability. Since everyone has different abilities and learning styles, this is a linguistic shift that reflects the true, universal nature of ability. This linguistic shift can serve to create a society that is more empathetic and inclusive, and less discriminatory and judgmental.

On program, participants will engage in site visits, cross-cultural peer exchange, workshops, dialogue, reflection, and various other experiential activities to investigate and analyze Japan's progressive policy efforts in adopting Universal Design for the transformation of their society into one that is barrier-free for increased and equitable access for all. With their newly gained knowledge, skills, and awareness, it is the program's intention for participants to return to their communities and become advocates for social change.

## Program Introduction

Study abroad programs are often life changing and empowering for students. International educators commonly enter into the profession because of the profound impact that cross-cultural experiences had on their own lives, and the subsequent desire to bring that experience to as many others as possible. However, study abroad typically does not reach as many diverse student groups as the field would hope. Approximately 73% of U.S. students who studied abroad in 2015 were white, 66% were female, and previous years showed similar data (NAFSA, 2015). In recent years, there has been a strong push to increase diversity abroad, but there is often an important aspect of diversity underrepresented: students with disabilities (MIUSA, 2017). According to MIUSA (2017), only 5.3% of the U.S. student population who studied abroad in 2014 had a disclosed disability. In addition, many students with disabilities who have studied abroad report that they did not receive proper accommodations and that program staff was not adequately prepared to support them (Soneson and Cordano, n.d.). For example, Juanita Lillie, president and founder of Abroad With Disabilities (AWD) who has a visual disability, came across many attitudinal and physical barriers in the initial search for a study abroad program (MIUSA, 2017). Her first choice program was not accommodating, telling her that she would have to hire an assistant at her own cost, and have others help her in filling out their inaccessible forms (MIUSA, 2017). Mobility International, U.S.A. has nearly 200

stories of students with disabilities who successfully studied abroad; though, like Lillie, report a multitude of access barriers and challenges (MIUSA, 2017).

The program's purpose is twofold: it will serve as a platform to transform society into a place that is more accessible and inclusive, and will also serve to accommodate student participants with disabilities. With that being said, its primary objective is to expand all participants' knowledge, skills, and awareness in Universal Design (UD) for the goal of building a more accessible and inclusive society in their careers and in their communities. As evidenced by the program's needs assessment and the author's first-hand experiences, the concept of Universal Design is not well known. By equipping participants with the knowledge, resources, and skills to become UD educators, the program will hopefully create a "snowball" effect so that Universal Design can become more commonly known and understood in society.

#### **Home institution: CIEE**

CIEE is a large study abroad provider with a wealth of resources and networks. CIEE has had experience hosting a student with a disability in Japan in the past with support from Mobility International, U.S.A. (MIUSA) (Holben, Bookman, and Jensen, 2014), however, the current program themes are limited to Japanese language and culture and do not incorporate social justice or Universal Design themes. CIEE's commitment to diversity and inclusion is impressive. They have published reports on minority inclusion in study abroad, offer scholarships to minority students, and have a strong partnership with Diversity Abroad (CIEE, 2017). This program's themes of Universal Design,

accessibility, and inclusion would further strengthen CIEE's reputation as a progressive study abroad provider firmly committed to diversity.

#### **Host Institution: Shizuoka University of Art and Culture**

Shizuoka University of Art and Culture (SUAC) strongly supports international and cross-cultural exchange and Universal Design. The university actively participates in international exchanges with universities in English-speaking regions of the world and in other Asian countries (SUAC, 2017). International exchange and Universal Design are both pillars of the university's mission. This is supported by information on their website that can be further referenced in Appendix A. Like CIEE participants, SUAC participants will also be undergraduates and hail from a variety of different academic majors. The program is offered as a cross-cultural exchange summer credit, similar to CIEE participants, and undergraduate participants across all SUAC majors will be encouraged to apply. The two weeks that SUAC participants are on program will begin at the start of summer vacation in the beginning of August as per the Japanese calendar. SUAC's side of the program will be managed and operated in collaboration between the Department of Design and the International Office.

#### **Abroad With Disabilities (AWD) as a Partner for Student and Staff Training**

According to Abroad With Disabilities' website,

"Abroad With Disabilities (AWD) is a non-profit organization based out of Coopersville, Michigan, was founded in 2015 with the goal of promoting the belief that persons with disabilities can and should go abroad. AWD



works diligently to empower persons with disabilities to pursue international study, work, volunteer, and/or internship opportunities abroad.”

AWD will serve as support to CIEE for the program, providing training free of charge to CIEE staff to improve the application of Universal Design and Universal Design for Learning in program design, development, and implementation. AWD offers training courses in Universal Design and Universal Design for Learning in addition to advising students with disabilities to go abroad. Until AWD can provide its own programs, they will work closely with CIEE to further the shared mission of diversity and inclusion in global education by advising students and providing staff training and support.

### Why Japan?

“We are entering an age when we must make efforts to create a society in which every person can exercise his or her own unique qualities in this way and participate freely in society to achieve self-actualization.”

- Japanese Ministry of Land, Infrastructure, and Transport [MLIT] (2006)  
official statement upon enacting a universal barrier-free law

Japan is a technologically advanced, highly developed non-Western country whose government began making great strides in recent years to institute Universal Design in its infrastructure, education, government, and other facets of society, mainly as a result of its aging society and low birth rate (MLIT,

2006). Since 2006, the government has continued making strides for a barrier-free society. Most recently, in 2014, Japan became the 140<sup>th</sup> country to ratify the United Nations Convention on the Rights of Persons with Disabilities (CRPD) in a way that would strengthen legal action against disability discrimination and improve societal accommodations, an act that advocates deemed long overdue (Mayumi, 2014). In 2013, the *Act on the Elimination of Discrimination against Persons with Disabilities* stipulated “denial of reasonable accommodation” as a form of discrimination (Mayumi, 2014). Additionally, in December 2014, Tokyo Governor Yoichi Masuzoe unveiled a long-term policy framework for the city, calling for the construction of barrier-free hosting venues, press centers, athletes’ quarters and the surrounding areas, as well as multilingual signs at hotels, restaurants and all public hospitals (Japan Times, 2015).

A program in Japan focusing on access and inclusion would be highly engaging because of the implementation of barrier free design throughout the country. For example, in the province of Shizuoka, there are a multitude of businesses, schools, and organizations that promote and utilize Universal Design, including the program’s host institution, Shizuoka University of Art and Culture. The Japanese Ministry of Land, Infrastructure, and Transport (MLIT, 2006) states in their policy that, in addition to an aging population, it “is also essential to create a symbiotic society in which people with disabilities live in a society that allows them to make independent choices and decisions to enter and participate fully in all social activities”.

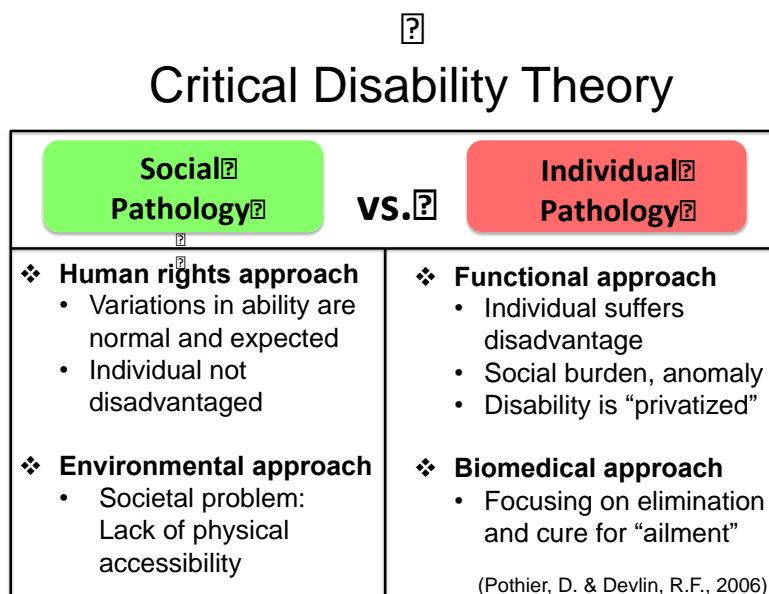
The *Japan: Universal Design and Innovation* program would explore how this implementation of Universal Design in Japanese society has affected accessibility in both infrastructural and social realms. Program participants will study this Universal Design policy, its implementation, its effects, its cultural implications, and compare it cross-culturally to their own communities in the U.S. as well as to U.S. policies. They will participate in a cross-cultural exchange with at the host university, Shizuoka University of Art and Culture, an institution that focuses on Universal Design, Universal Design for Learning, and internationalization.

### Theoretical Background

The course will primarily focus on Universal Design and Universal Design for Learning, which will be reflected in the program and curriculum design to accommodate as many participants as possible. Its curriculum will also be designed using Kolb's Experiential Learning Cycle (ELC). The conceptual framework of the program is the Social Model of Disability, a model that views society as the barrier for people with disabilities rather than the disability itself (Pothier, D. & Devlin, R.F., 2006). According to Gillies (2014), the Critical Disability Theory critiques traditional discourses and assumptions of disability, which serve to oppress people with disabilities and infringe on their human rights. Participants will develop their leadership and advocacy skills to advocate for the Social Model of Disability.

## Literature Review

### Critical Disability Theory



**Figure 1. Critical Disability Theory**

The *Critical Disability Theory* is a binary framework created by Polthier and Devlin (2006) that proposes two lenses in which society views disability. The theory is groundbreaking because, as Gillies (2014) noted, the Critical Disability Theory challenges able-bodied supremacy and the oppression that arises from restricting economic and social benefits to persons with disabilities. For many years, disability was viewed from a binary perspective: a person was either “disabled” or they were not. Disability was viewed as a problem or an ailment that was in need of correction. According to Polthier and Devlin (2006), this lens is called the *Medical Model of Disability*, (represented by the Individual Pathology on the chart above). On the other hand, the *Social Model of Disability* (represented by the Social Pathology on the chart above) is a lens that views

variations in ability as something that is normal and expected; thus, it is society's responsibility to reduce barriers to make a more accessible world for everyone (Polthier, D. & Devlin, R.F., 2006).

For example, there are many reasons that someone would not be able to use stairs including, but not limited to: old age, tiredness, illness, fatigue, pregnancy, physical disability, and so on. Providing elevators removes barriers for many different people for many different reasons. This lens is also concurrent with Universal Design for Learning (UDL), explained in more detail in the section below, because the theory and practice behind UDL also takes into account that variations in ability are normal and expected. For example, a student who is blind may not have the ability to see a PowerPoint slide with their eyes, but they may be able to understand a screen reader reading text at high speeds that may be indiscernible to a sighted person. Similarly, their screen reader will be able to read bright yellow text on a screen, but a student who possesses the ability to see will be left struggling and squinting to make out the words. Meyer and Rose, two CAST (the leading organization in UDL) professionals who wrote definitive texts on UDL present a similar concept: a person who appears to have a learning disability in a print-bound, text-based environment may look extremely skilled in a graphics- or video-based environment because every learner has different areas of strength and weakness (Meyer and Rose, 2002). The Social Model of Disability aims to solidify the notion that disability is a *difference* in ability rather than a *disadvantage* in ability (Pothier and Devlin, 2006), which is a model that advocates are still working diligently to put into effect today. When examining

differences of ability through this lens, we can better understand the usefulness of UDL for all learners.

### Universal Design and Universal Design for Learning

“As universal design’s concept of access for all spread, an unanticipated benefit became apparent: Addressing the divergent needs of special populations increases usability for everyone.” (Meyer and Rose, 2002)



Retrieved from: <http://anitas.edublogs.org/files/2009/10/udlsnowramp.jpg>

### Historical Background

Moore (2007) wrote extensively about the history of Universal Design in the twentieth century. She explains that policies pushing for objects and environments to be suitable throughout a person’s life, from birth to old age (a proponent of Universal Design that is coined “life design”) began formulating in the 1950’s. Before then, the communication and mobility needs of people with

disabilities was rarely addressed (Meyer and Rose, 2002). Universal Design as a general concept is an idea that began around the 1950's when the U.S., Japan, and Europe became interested in increasing barrier-free design in public spaces (Moore, 2007). The growing awareness and push for creating obstacle-free environments may have been an effect of the growing disability rights movement that began in the 1950's. After World War II veterans returned home to the U.S., they placed pressure on the government to provide rehabilitation and other disability services (Anti-Defamation League [ADL], 2005).

Shortly after, the disability rights movement blossomed alongside the civil rights movement (ADL, 2005). Leaders of the disability rights movement in the 1960's saw the opportunity to ally with other minorities to protest for equal rights, challenge negative stereotypes and attitudes, and demand for political and institutional change, all of which increased the movement's strength and capacity (ADL, 2005). During the 1970s, U.S. Michael Bednar, a U.S. American architect, described Universal Design as "awareness that everyone's functional capacity is enhanced when environmental barriers are removed" (Moore, 2007).

By the 1980's, the World Design Congress passed a resolution declaring that designers should factor aging and disability into their design work (Moore, 2007). In the 1990's, the Americans With Disabilities Act (ADA) was signed into law, which reinforced progress in Universal Design and accessibility; however, the realm of education was slower in progress (Moore, 2007).

Universal Design for Learning was pioneered in the 1990's when CAST professionals were collaborating with teachers and educators to make accessible

materials for students. Meyer and Rose, the two CAST professionals and authors of the two definitive texts on Universal Design for Learning: *Teaching Every Student in the Digital Age: Universal Design for Learning* (2002) and *Universal Design for Learning, Theory and Practice* (2014). They explain in their academic work about how ironic it seemed that legislators and architects were working hard to ensure that educational buildings were universally accessible, while no effort was being made to ensure that the curriculum that was being taught inside of those buildings would be made accessible too.

Universal Design (UD) and Universal Design for Learning (UDL) are interrelated concepts. UDL can be thought of as an extension of UD into educational disciplines and discourses, while UD mostly focuses on physical spaces and objects. The National Disability Authority (2014) has defined Universal Design as “the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people regardless of their age, size, ability, or disability.” There are seven principles of Universal Design. They were created by a working group of architects, product designers, engineers and environmental design researchers (National Disability Authority, 2014) and can be found detailed in Appendix B.

Like UD, UDL seeks to remove barriers in order to accommodate the widest spectrum of users (or in this case, learners) (Meyer and Rose, 2014). There is evidence in brain research revealing how diverse learners are and thus how differently instruction needs to be designed (Meyer and Rose, 2014). No two users (UD) or learners (UDL) are the same. Meyer and Rose (2014) demonstrate



that brain research backs up and supports the practice of UDL. The brain's main center for learning, the cortex, consists of 1 trillion neurons that are linked by about 10 trillion connections. This creates a very dense network in the brain. Within this large network, there are smaller networks that specialize in different kinds of processing. For each network, UDL works to provide multiple options for increasing success in that network of the learner's brain. These are the three principles of UDL. The three main networks and their associated UDL principles (which will be explained in more detail below) are:

1) **Network - Affective/UDL Principle - Multiple Means of Engagement:**

Affective networks are specialized to evaluate patterns and assign them emotional significance; they enable us to engage with tasks and learning and with the world around us;

2) **Network - Recognition/UDL Principle – Multiple Means of**

**Representation:** – Recognition networks are specialized to sense and assign meaning to patterns we see; they enable us to identify and understand information, ideas, and concepts;

3) **Network – Strategic/UDL Principle – Multiple Means of Action and**

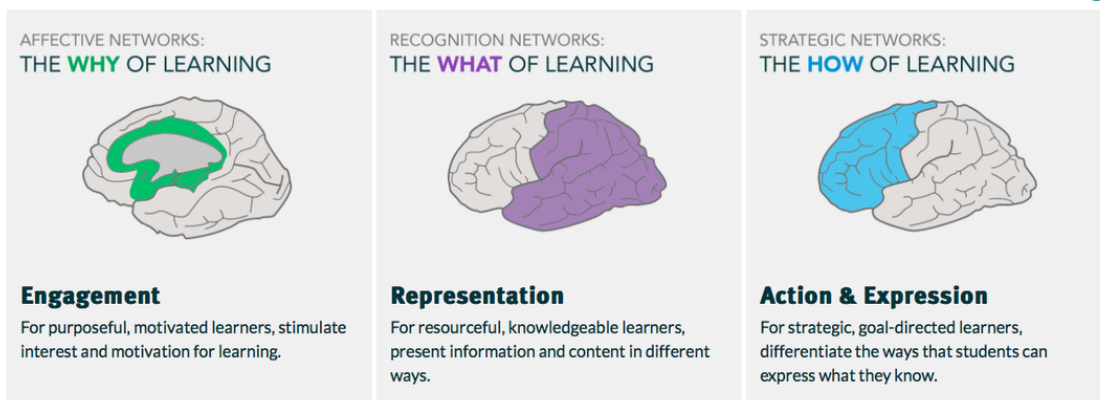
**Expression:** Strategic networks are specialized to generate and oversee mental and motor patterns. They enable us to plan, execute, and monitor actions and skills (Meyer and Rose, 2014).

As previously mentioned, each of the three networks align with the three principles of Universal Design for Learning, which are detailed more extensively

in Appendix C. Providing **Multiple Means of Engagement** works to activate *affective* networks, providing **Multiple Means of Representation** works to activate *recognition* networks, and providing **Multiple Means of Action and Expression** works to activate *strategic* networks. All brains have these extensive networks, but the way different individuals' brains use these networks differs considerably. This is why activating all three networks using different methods through the implementation of UDL principles is critical to support effective learning for a diverse body of students.

## Universal Design for Learning Guidelines

GO TO THE UDL GUIDELINES 



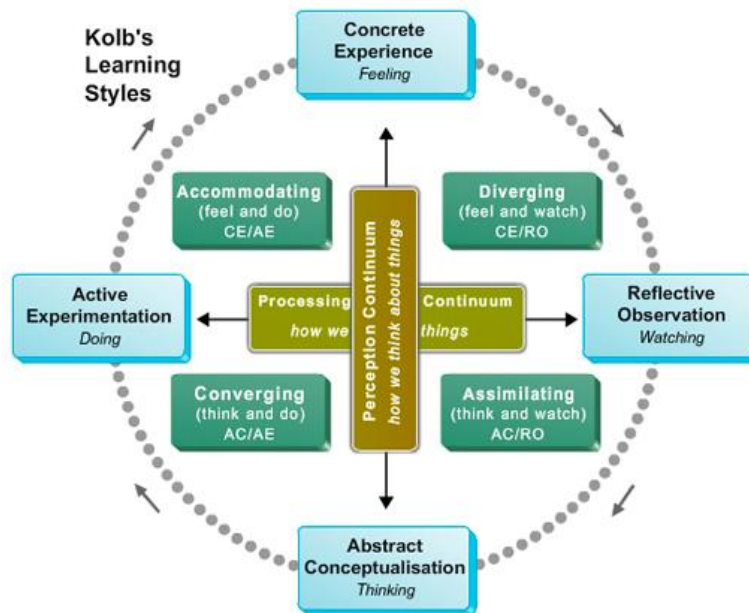
**Figure 2. Universal Design for Learning Guidelines (CAST, 2015)**

UDL strives to optimally engage *all learners*. While UDL is beneficial to students with physical and mental disabilities, it is also beneficial for students who do not have disabilities because every student inherently learns and functions differently. Since all learners differ in their strengths, weaknesses, and abilities, teaching to a streamlined concept of the “average” learner could mean

many missed learning opportunities for students. For this reason and others, it is important for educators to understand how to utilize Universal Design for Learning in line with experiential educational theories in their learning environments and apply its principles to their curriculum design for optimal student engagement.

### **Kolb's Cycle of Experiential Learning (ELC)**

David Kolb was an educational theorist who pioneered the Experiential Learning Cycle (ELC) model by combining experiential educational theories of educational theorists before him (Kolb, 2008). According to the Association for Experiential Education (2016), experiential education is a philosophy in which educators engage in direct experience and focused reflection with learners in order to “increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities”. Experience and reflection are the main principles behind its practice. Facilitators bring participants around the learning cycle (shown below) to cater to different learning styles and help expand them into different quadrants. In ideal experiential educational practice, there is a limited power dynamic between the “educator” and the “learner” because the line between who is an educator and who is a learner is eliminated through the act of experience. Experiential educational principles view educators as learners and vice versa, empowering learners with the opportunity to contribute to learning of their peers and facilitators.



**Figure 3. Kolb's Cycle of Experiential Learning**

Retrieved from: <https://www.pinterest.co.kr/pin/204139795582602424/>

Kolb suggested that there are four main learning styles that fall in each quadrant of the learning cycle, which are explained below.

#### Description of Learning Styles as outlined by Kolb (2008)

**Convergers** “The ‘Decision Maker’”(AC/AE) are learners who like transforming newly learned information into concrete solutions. They rely on theories for practical application. They like finding solutions and learn best when they think before they do. These types of learners are good at putting theory to practice.

**Accommodators** “The ‘Do-er’”(CE/AE) are adaptable learners who thrive off of learning through practical experience. They like learning from others but prefer to

rely on their own feelings to guide them through experiences. An Accommodator would most likely enjoy any activity that requires improvisation or direct action such as role-plays.

**Divergers “The ‘Creator’”(CE/RO)** are learners who like to think deeply and are easily able to view differing perspectives. They prefer to observe rather than act and like to use their imaginations to solve problems. Divergers tend to enjoy learning activities such as guided storytelling and brainstorming.

**Assimilators (AC/RO)** are analytical learners who like to have facts, statistics, and data when learning. They prefer learning through models and theories rather than through practical experience. They are organized and enjoy using charts and graphs to analyze data.

(Kolb, 2008).

It is important to note that these categorizations are not definitive or finite. A person's learning style may change over time or may lie on the border between two or more different styles.

#### How does UDL relate to Experiential Learning?

Experiential learning and UDL both emphasize the importance of reflection and feedback for optimized learning. Additionally, being aware of diverse learning

needs is directly concurrent with the three principles of UDL explained above and in Appendix C.

According to CAST (2015), “UDL guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.” Therefore, blending UDL with Experiential Educational methods is sure to help meet individual needs, thus optimizing the inclusivity of any learning environment.

### **Needs Assessment: Context and Analysis**

In order to determine what should be included in this Japan program and whether there is a market, two surveys were sent out to two stakeholder populations: study abroad professionals and undergraduate students. Initially, the survey was only going to be sent to CIEE employees rather than employees of multiple study abroad providers. The design of the program was envisioned for CIEE particularly because of a NAFSA (The Association of International Educators) presentation given by the CIEE Japan coordinator who worked with Mobility International, U.S.A. (MIUSA) to accommodate a student who uses a wheelchair on a program in Japan. However, it was difficult and limiting to receive responses only from CIEE employees, so it was more beneficial to open the survey up to multiple providers. The most responses were received after it was posted on the SIT International Education Facebook group. The survey set out to assess if there is an existing gap between individual (i.e. the respondent)

interest and organizational (i.e. the respondent's employer) interest in the social justice-oriented program themes of access, inclusion, and ability.

A separate survey was created for a diverse range of undergraduate students (both international and domestic) at Tufts University, the author's current place of employment, to gauge undergraduate student interest in the program topic and themes. Overall, nine responses from study abroad professionals and eleven from Tufts undergraduate students were gathered anonymously. Both surveys can be found in Appendix D.

#### **Benefits and Limitations: Study Abroad Professionals**

In conducting research for the program, the intent was to assess the marketability, projected popularity, and organizational interest of the program from the perspective of both study abroad providers and from undergraduate students through anonymous Google Form responses. Nine responses were received. An anonymous digital survey had both benefits and limitations. One benefit was that the digital nature of the survey allowed for responses from a diverse range of study abroad professionals, which gives the opportunity to see findings from multiple perspectives. In addition, the anonymous nature of the survey resulted in very honest answers from respondents when asked about both their individual and organizational interests. For example, when asked "How interested would your organization (more specifically, your department) be in offering/providing/advertising a study abroad program capable and prepared to accommodate students with disabilities?" one respondent honestly answered "No Interest". It is doubtful that the same response would have been elicited in a face-

to-face interview, as the person would probably not want to shed a negative light on their organization.

One of the questions in the survey asked which organization and department the participant worked for, but most of the participants only provided a description of their position rather than their organization or department. As previously mentioned, the upside of this was that it yielded more honest answers, but the downside was that it was not possible to understand the context of the person's responses.

The survey had a few more limitations. Some of the respondents' answers were vague, providing only yes or no answers to more qualitative-style questions. Additionally, it was evident that some respondents needed more clarification or context in regards to certain questions. For example, a response to the question "Do you think your organization would benefit from offering a program on access, inclusion, and disability cross-culturally? If so, how?" was met with the following response:

*"I think we should offer programs that are accessible, inclusive for students with disabilities but it shouldn't be the program focus - because why should disability be the defining part of their experience rather than part of an integrated experience?"*

From the survey, it was not evident to the respondent that the program would actually be an integrated experience and not limited to only students with disabilities. The information could have been provided in the survey, but the initial concern was that it might offer too much information resulting in the possibility of



confusing respondents. If the respondents had been interviewed face-to-face, it most likely would have been met with a more pertinent response to the question. However, pertinent responses to this question were received from other respondents, so all in all, the anonymity of the survey outweighed the ability to give full clarification of ideas.

#### **Benefits and Limitations: Tufts University undergraduate students**

Conducting an anonymous online survey that students could take in their own free time was the most effective interview method because it allowed them to take the survey during the summer when they were not on campus at Tufts. One third of the students asked to take the survey responded for a total of eleven responses. Students were between the ages of 18 and 22, therefore it could be assumed that they grew up using the Internet as a part of their daily lives since they were young children. Using technology to conduct the assessment allowed them to respond to the questions in a way that was familiar, comfortable, and convenient to them. The only aspect of the survey experience with this group of students that may have been a limitation or bias is the fact that the surveyor recently conducted a Social Justice training with this group of students at Tufts. Therefore, they were freshly initiated to social justice themes somewhat shortly before taking the survey. However, this generation of undergraduate students is generally more interested in Social Justice topics than previous generations given the most recent political climate, so it can be concluded that potential bias did not have much of an impact. In the future, surveys could be conducted with a broader range of student populations from a number of different institutions.

### Predictions Versus Outcomes

- One hundred percent of respondents (both students and professionals) answered that the program would be most appropriate as a short-term summer program. It was pleasing to see this result since the design plan was initially a month-long summer program. There are a few benefits of summer programs that contribute to the program's theme of access and inclusion. These include:
  - More affordable program cost for participants than semester or year programs
  - Shorter time commitment
  - May be less daunting for students who have never gone abroad before
  - CIEE's Summer Session Discount – students who enroll in more than one four-week session receive a 20% discount off each additional session (CIEE, 2017). This also encourages students to continue studying abroad in the future.
  - CIEE's Best Summer Ever Sweepstakes – students have the opportunity to win \$5,000 toward a CIEE summer study abroad program of their choice.
- Questions were split into individual interest versus organizational. As was predicted, there was much more interest on an individual level than on an organizational level. Also as predicted, it is imperative to come up with a

- plan to bridge the interest gap between the individual and institutional levels when marketing the program. The program design initially set out to encourage organizations to take more interest in topics of ability/disability, accessibility, and Universal Design, which leads to the next point;
- Respondents overwhelmingly indicated that there was a growing interest and need for both social justice-oriented programs and accommodation for diversity on individual and organizational levels, but some respondents indicated that neither they nor their organization had thought of this in terms of ability. Social justice was thought of more along the lines of race, gender, and sexual orientation. One respondent said that there is a push for accommodating LGBTQ students in their organization, but they had not considered social justice or diversity and inclusion in terms of ability. In addition, the majority of respondents reported “No knowledge, awareness, and/or skills” in Universal Design (including Universal Design for Learning).
    - This further solidifies the inclination that there is a strong need for this program and that a program on these topics could help broaden the way students and professionals view social justice.
- The information gained from the survey confirms the need to establish baseline knowledge and awareness on the topics of disability and learning differences to fill the current gap of knowledge and awareness in society and in the field. As per indicated in the second program goal, the program will fill this gap

by bringing the topics of disability, learning differences, and the discrimination that those with disabilities and learning differences face into the limelight so that both the field of International Education and society as a whole can carry out more inclusive and less discriminatory practices.

### **Predictions versus Outcomes: Tufts University undergraduate students**

Given that undergraduate students at this moment in time are very engaged and active in Social Justice, the prediction that students would strongly be interested in the program and its themes was correct. Over half of the student respondents reported that they would be “strongly interested” in a study abroad program that incorporates social justice topics in a real world, cross-cultural context. A similar percentage also said that they would be “strongly interested” in a study abroad program that increases their knowledge, skills, and awareness in ability/disability across different cultures and builds practical skills to transform their work to be more accessible to all. Over half also reported limited to no knowledge of accessibility in terms of ability. Therefore, it is evident that there is high student interest in the program and that the program would fill gaps in not only the field of study abroad, but in the field of education overall.

### **Summary of Needs Assessment**

Overall, predictions of responses versus the outcomes were accurate. It was predicted that professional respondents would indicate strong to moderate interest in the program based on its topics of social justice, both on individual and organizational levels, though less so on an organizational level. Many providers

do offer social justice programs; however, based on this needs assessment, a program similar to *Japan: Universal Design and Innovation* that covers social justice topics around ability does not exist. Some respondents indicated that there are social justice trainings and alumni panels, but nothing was specifically mentioned about ability. Additionally, less than a quarter of survey respondents indicated that they were familiar with Universal Design. The results of the needs assessment show that this program would most definitely fill that gap, and the student assessment proved that a large gap does indeed exist.

## Goals and Objectives

### Program Goals

- Establish at least baseline knowledge and awareness on the topics of disability and learning differences;
- Utilize principles and methods of Universal Design, Universal Design for Learning, and Kolb's Theory of Experiential Learning to offer an inclusive, accessible, and empowering educational program abroad for participants with a wide spectrum of learning styles and abilities;
- Deliver a unique program that offers a non-Western perspective on disability, inclusion, diversity, and accessibility that incorporates comparative analysis; and
- Increase and normalize Universal Design in study abroad, setting an example in the field;

### Program Objectives

- Prioritize and reframe diversity and inclusion (for both participants and programs) to include students with disabilities in the field of International Education through curriculum covering the *Critical Disability Theory*;
- Facilitate the execution of progressive social change through program projects and activities;
- Analyze disability, inclusion, diversity, and accessibility to establish a bridge between Eastern and Western cultures through a cross-cultural comparative framework in the Universal Design (UD) Workshops and through experiential activities; and
- Create extensive Health and Safety and Crisis Management plan that is Universally Designed and can be applied and adapted for other programs.

### Participant Goals:

- Gain knowledge, skills, and awareness in Universal Design and Universal Design for Learning to be used to transform academic and professional fields to be more accessible and inclusive for people of diverse abilities;
- Develop cross-cultural knowledge and understanding of Japan;
- Be able to recognize Universal Design principles in a real-world context; and
- Build leadership and advocacy skills to advocate for Universal Design in schools, communities, and fields of study;

**Participant Objectives:**

- Through a series of experiential workshops, be able to recall principles of Universal Design and Universal Design for Learning;
- Examine the historical, economic, and cultural lenses that have driven Japan to become pioneers in Universal Design (UD) through site visits and a university cross-cultural exchange;
- Analyze how implementing Universal Design principles creates a more inclusive society through experiential activities, dialogue sessions, and special events with Japanese peers; and
- Create a project proposal and implementation plan for the UD Action Project (detailed more extensively in the Curriculum section below) to bring back to home communities after the program's completion.

**Program Description**

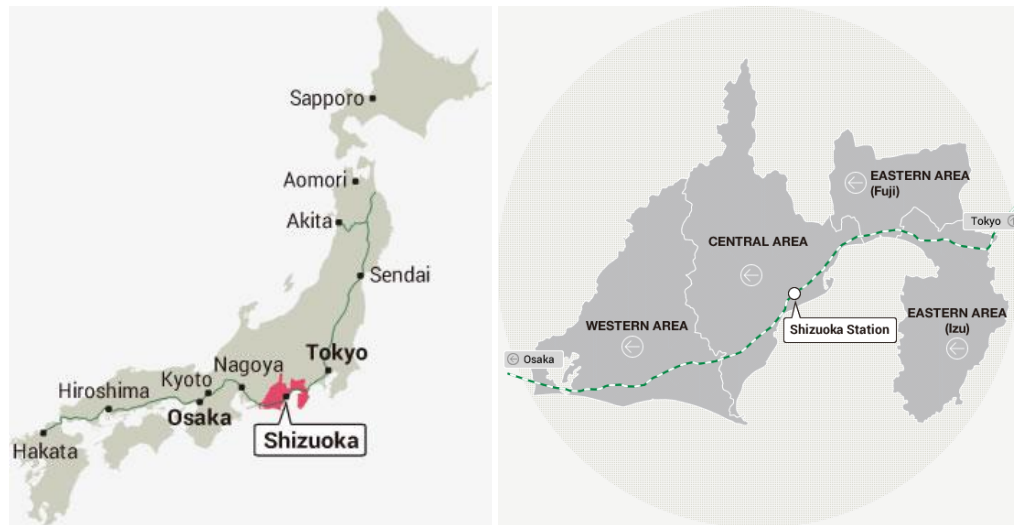
The *Universal Design and Innovation in Japan* short-term study abroad summer program offered through CIEE will integrate cross-cultural learning with social justice themes such as diversity, inclusion, and disability rights, with an emphasis on developing leadership and advocacy skills through a Universal Design Action Project (hereby referred to as “UD Action Project”) that participants will design on program and be encouraged to implement in their home communities. The program will be offered for four credits. It is anticipated that students in the following areas of study will find this program applicable: Education/Educational Policy, Hospitality and Tourism Management, East

Asian/Japanese Studies, International Studies, and Architecture and Design for students studying at U.S. universities. The program will be marketed to these majors because they most relate to the program themes; however, students from any academic major may apply as long as they make a strong case in their application. The interdisciplinary nature of the program will create a diverse and well-rounded learning environment that strongly supports Experiential Learning and Universal Design for Learning, the two curricular foundations of the program.

The program will take place in Tokyo and Shizuoka Prefecture over the course of one month in the summer and will expose students to issues of access and inclusion in Japan. As a result of its aging population, the Japanese government has instituted Universal Design as a policy to transform Japan into a nation that is more accessible to all, including but not limited to people with disabilities and the elderly.

Participants will spend the first week of the program learning about Universal Design policy, infrastructure, and technology in Tokyo, followed by a two-week stay in Shizuoka Prefecture, where Universal Design is utilized in public infrastructure (such as transportation), manufacturing, education, hospitality, and government. Relevant maps detailing program locations are displayed below.





**Figure 4. Relevant Maps of Japan**

Retrieved from: [http://shizuoka-guide.com/chinese\\_s/](http://shizuoka-guide.com/chinese_s/)

The last week of the program will take place in Mount Fuji where participants will conclude with a reflection/debrief phase and final wrap-up where they will present their final UD Action Project proposals discussed in the Curriculum section below, that they will implement in their home communities upon returning home. They will present their UD Action projects to their peers, program staff, and special guests at the program's final dinner ceremony in Mount Fuji. Participants will arrive in Hamamatsu, Shizuoka Prefecture, during the second week where they will meet peers from the Shizuoka University of Art and Culture (SUAC). SUAC students will join and stay for the remainder of the program. SUAC strongly encourages and supports international exchange. SUAC and CIEE participants will engage in a peer cross-cultural exchange and support each other in their UD learning journeys. Before joining the program, the SUAC participants will engage in parallel curriculum and projects, such as the UD Action Project and Travel Brochure Project (detailed in the Curriculum section below) that will match

the J:UD&I curriculum and timeline (noted in Appendix F) so that both CIEE and SUAC participants can provide mutual feedback while participating in cross-cultural learning.

## Curriculum Overview

The curriculum is designed to allow participants to think critically, self-reflect, and make connections between themselves and their sociocultural experiences, while comparing it and contrasting it to Japanese society and that of their Japanese peers. For a full course syllabus, please see Appendix F.

Universal Design and the Experiential Learning Cycle will serve as the primary curricular frameworks (see Literature Review for an overview of these theories) used when designing and implementing the curriculum; thus, the curriculum will have a strong emphasis on reflection and dialogue. Social Justice Education, primarily focusing on the Critical Disability Theory, will also serve as a foundation.

For accessibility purposes in line with Universal Design and Universal Design for Learning, participants will be given multiple options in representation, engagement, and action and expression. For example, materials will be given in various formats, activities will incorporate a variety of different learning styles, and participants will have multiple options to express what they have learned in various different ways unique to their interests and desires. Additionally, despite the program itinerary being fun and comprehensive, it will incorporate multiple options and will offer ample free time to rest, reflect, and work on projects at

participants' own pace. To receive credit for the program, participants must submit a portfolio by the second to last day of the program including: (1) Final reflection paper or voice recording based on notes and observations from the reflection journals ("UD Journals") that they will be required to keep throughout the program (8-12 pages or 7-11 minutes); (2) Team evaluation survey and corresponding short essay (3-5 page reflection); (3a) UD Action Project initial proposal (submitted in the second week); and (3b) UD Action Project final action/advocacy plan (presented at the awards ceremony on the second to last day of the program). Participants will receive 4 credits for completing the program.

A program preparation timeline and a day-to-day program schedule with overviews and highlights can also be found in Appendix F.

### Pre-program

Since participants will be coming from various locations around the U.S., an in-house pre-program would be inconvenient and expensive. Instead, participants will study Abroad With Disabilities' Intro to Universal Design course materials online before embarking on their journey to Japan. According to Abroad With Disabilities:

"Intro to Universal Design and Assistive Technology in Experiential Learning is a course offered for professionals and students in the fields of international and general education, disability services, and related fields who wish to gain credentials in Universal Design, Universal Design for

Learning, and assistive technology to transform their work and environments to become more inclusive and accessible to all. Universal Design and Universal Design for Learning are interrelated design concepts that set out to achieve environments, information, and skills that can be "accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability" (National Disability Authority, 2014)." (Abroad With Disabilities, 2016).

On their own time, participants will watch the course webinars about Universal Design (UD), Universal Design for Learning (UDL), and assistive technology, read the course e-text, and join in a series of two Zoom (a video conference application similar to Skype) sessions: 1) an icebreaker session and reflection dialogue about what was learned in the course materials, what areas they hope to gain clarification on throughout the program, etc. and 2) a pre-departure orientation with important information they will need before departing to Japan, including the month-long itinerary. During the pre-program, participants can engage with one another through reflections posted on the course Moodle site. Participants will be expected to spend between 4-6 hours per week on the pre-program course work. The point of the pre-program curriculum is to simply introduce students to the concept of Universal Design so that they can come into the program with at least some background knowledge.

### On-Program

Curriculum on program will mostly be made up of experiential workshops, site visits, Universal Design (UD) Action Project sessions, and group outings and activities designed for 35 hours per week. The entire program – pre, on, and post – will yield four credits upon successful completion. Participants will be expected to keep an individual reflection journal and submit their reflections weekly along with a final reflection paper at the end of the program. All experiences on program will intertwine the experience with its relation to the themes of Universal Design, accessibility, innovation, and cross-cultural learning. A general outline of weekly program overviews, themes, and highlights is detailed below

### **Universal Design (UD) Action Project**

In Japan, participants will be encouraged to apply their own interests to a Universal Design Action Project to address accessibility gaps in their communities. They will reflect on these gaps during the program while engaging in cross-cultural contrast and comparison between the program site and their home communities. The program's curriculum aims to build knowledge and awareness that students can use to practice their skill in executing what they have learned into action via the UD Action Project. With that being said, the UD Action Project is a fundamental component of the J:UD&I program. Knowledge and awareness will be primarily gained through workshops, site visits, and activities. Working in teams on the UD Action Project will develop skill in executing what they learn, which they will be encouraged to implement upon returning to their home communities.

### Technology and Materials

To complete program work, students will be highly encouraged but not required to bring their own personal devices such as a laptop or a tablet on program.

CIEE will provide a few back-up laptops students may borrow with a deposit if they cannot provide their own on program. The deposit will be given back to the student at the end of the program if the device is returned in the same condition in which it was received.

Participants will be given journals (“UD Journals”) to document their experiences while on city tours and sight visits and to use as a learning tool for future reflection and development of knowledge. Participants will be required to consistently write in their journals every day so that they will be able to complete their final reflection paper to submit in their final portfolios.

### Post-Program

After the program’s completion, participants will be encouraged to continue meeting in their clusters and writing reflection posts in the program Facebook group once per week to keep in touch while they execute their action projects in their local communities. Through the pedagogical/curricular approaches of Experiential Learning, and Universal Design for Learning, the program aims to establish intrinsic motivation to serve their communities as leaders and activists in Universal Design. The Facebook group works to encourage this motivation. Extrinsic motivation will be developed by encouraging

students to apply for the Abroad With Disabilities (AWD) scholarship to present their projects at AWD's annual colloquium for academic recognition, experience, and professional development.

As previously mentioned, one principle of Universal Design for Learning is Multiple Means of Action and Expression, so participants will be encouraged to reflect in different ways through social media. They may write a story or blog post, record a voice note, make a video, write a list, or any other way they choose to reflect on their experience. Optional virtual action project follow-up seminars, as explained in the Curriculum Overview above, will be held through Zoom on January 27, 2019 and will be hosted by J:UD&I senior program staff. Students who are participating will be required to create a short YouTube video explaining the progress they have made on implementing their projects. The benefits of this are twofold – these videos can be watched in case of technical difficulties during the virtual seminar, in addition to enriching the virtual seminar in the case that it runs smoothly. Again, this aspect of the program is not a requirement, only an encouragement.

Participants will receive certificates of completion and feedback on their projects within two weeks of the program's completion. Their registrar's office will be informed of their successful completion of the program (portfolio requirements listed above) after their final portfolios have been turned in so that they can receive credit on their transcripts. They will be encouraged to keep in touch with CIEE through alumni engagement and future UD action reports that will be used as examples on the CIEE website. As previously mentioned, alumni will also be

encouraged to present about their experience as well as market and recruit for the program at Abroad With Disabilities' annual Universal Design Colloquium. Abroad With Disabilities will offer grants to two J:UD&I program alumni annually to cover the costs of attending the colloquium. Alumni are highly encouraged to attend the colloquium for continued professional development and engagement.

## Staffing Plan

### **CIEE Staff Overview:**

#### On Site

- Senior Program Operation Manager (native)
  - Fluent in Japanese
  - Serves as senior staff manager and cultural ambassador
- Junior Program Operation Manager (foreign)
  - Fluent in Japanese
  - Manager/point-person to program facilitators
- Three program facilitators
  - Interacts, inspires, and engages students
  - Facilitates workshops, dialogues, and reflections

#### Off Site (based in Japan)

- Resident Director
  - Coordinates lodging and manage room assignments
- Finance and Administration Manager
  - Responsible for bookkeeping and accounting



The CIEE Japan team will work to coordinate the program, along with three program facilitators that CIEE will hire from a pool of both internal and external candidates. The CIEE Japan Team consists of two Program Operations Managers (one local and one foreign), a Resident Director, and a Finance and Administration Manager. The Japanese side of the program will also have their own bilingual staff (consisting of SUAC faculty) trained in Universal Design who will work in cooperation with the CIEE team.

Two Programs Operations Managers, both fluent in Japanese, will be on program with participants and serve as the senior program staff as managers to the three program facilitators. The Junior Program Operation Manager (who is a foreigner) will mostly be in charge of logistics whereas the native Japanese Senior Program Operation Manager will be in charge of staff management and Japanese-to-English translation. She will also serve as the main cultural ambassador to non-Japanese students, providing valuable local knowledge and cultural insights to deepen and enrich the program.

The Resident Director and Finance and Administration Manager will be located off-site in Tokyo. The Resident Director will coordinate lodging and manage room assignments and other lodging-related matters. He/she will also be the point person for Crisis Management and Health and Safety, keeping records of participants' confidential personal information including disabilities, food allergies, and emergency contact information. The Finance and Administration Manager will be in charge of bookkeeping and accounting. Besides the Program

Operations team and three facilitators, the rest of the staff will be based in Tokyo. They will remain on call in case of emergency.

The CIEE Japan Program Operations team will be required to complete both the online and in-house *Intro to Universal Design and Assistive Technology in Experiential Learning* (Abroad With Disabilities, 2017) courses taught by Abroad With Disabilities (AWD) staff, whereas the three program facilitators will only be required to attend the online course. This is to avoid having to recruit the program facilitators a year in advance and will also save on training costs. The Program Operations Team will travel to Coopersville, Michigan, where AWD is based so that they can participate in the in-house training program. The program will be provided by AWD free of cost, but the program budget will have to accommodate airfare, lodging, and food for the training as listed in Appendix H. The Program Operations team will be responsible for training the program facilitators during the staff orientation five days before students arrive in Japan. The advantages of this are two-fold: 1) it will save on training costs, and 2) the act of learning through teaching will deepen and broaden their training and management skills. Abroad With Disabilities will serve as readily available support throughout this process.

Program facilitators will be hired 6 months in advance so that they have ample time to complete the online training. They will participate in a five-day orientation in Tokyo before students arrive. Program facilitators will be hired based on the compatibility of their individual personalities as a group as well as their specialty in one or more of the following areas: 1) Disability Services; 2)

Teaching/Training; and 3) International Education/Exchange program leadership. Job advertisements will mostly be sent out through NAFSA list serves, to organizations such as Mobility International, U.S.A. and Abroad With Disabilities, through School for International Training (SIT) Career Services, and on Idealist.org.

### **Program Facilitator Interviews**

CIEE will accept Program Facilitator applications until December 15. As a part of the application, they will be required to take Kolb's Learning Style Inventory (LSI) and Carl Jung's personality test and submit their results. Both tests will be provided by CIEE. Program Facilitator interview questions are provided in Appendix E.

## **Marketing and Recruitment**

To create an effective marketing and recruitment plan, it is first necessary to identify the stakeholders in order to best assess how to target the plan and who to target it towards. A list of stakeholders can be found in Appendix G.

### **Marketing and Recruitment Plan**

CIEE is a reputable and established study abroad program provider with a large institutional network of over 340 U.S. colleges and universities (CIEE, 2017). Like all large providers, CIEE recruits at study abroad fairs around the U.S. and the world. CIEE regularly attends study abroad fairs to recruit students and regularly provides marketing materials to institutions; however, a specific

marketing and recruitment plan for the *Japan: Universal Design and Innovation* (J:UD&I) program will be necessary, especially given that the topic is unfamiliar to most students and institutions.

The plan for how to market specifically for this program will have multiple approaches:

- **Promotional packages** sent 1) digitally to the NAFSA disability services listserve; 2) to relevant institutional departments in the CIEE university network (Disability Services, Education/Educational Policy, Hospitality and Tourism Management, East Asian/Japanese Studies, International Studies, and Architecture and Design) and 3) relevant organizations (Mobility International, U.S.A., CAST, Diversity Abroad) consisting of:
  - Promotional video (with captions and audio descriptions available)
  - Program brochures (both digital and hard copy formats) outlining program features such as curriculum, itinerary, etc.
- Study abroad recruitment fairs attended by the CIEE Marketing and Recruitment team
  - Promotional packages listed above will be provided in multiple formats
- CIEE recruitment staff presentations to related undergraduate courses
  - Second year: Alumni
- “Featured program” on the CIEE Website
  - CIEE regularly updates featured programs on their website. The J:UD&I program will be listed under this section.

- Targeted Google advertisements
- Alumni engagement at Abroad With Disabilities' annual Universal Design Colloquium
  - Two alumni will be selected for grants from Diversity Abroad that will cover the cost to attend the annual colloquium for the purpose of sharing their experience, marketing the program, and recruiting future participants.

The overall focus of the marketing and recruitment of the program is to make the program goals, objectives, and topics easily recognizable, relatable, and understood. Marketing the program primarily as a social justice and cross-cultural learning program will be effective in achieving this goal.

## **Admissions Requirements**

Admission requirements are not based on standardized academic credentials but rather the willingness and desire to fully participate and contribute to the program, as assessed by the application essays detailed below. Students who wish to enroll in the one-month program must be U.S. American or international undergraduate students enrolled in a U.S. American university. Since the program is interdisciplinary, students may come from any background or field as long as they can explain why they wish to learn about Universal Design and how they plan on applying it in their fields of study in their application. The program will accept between 20-25 students per session.

### Application Requirements

- Passport/Valid U.S. student visa for international students
- Application consisting of:
  - Two letters of recommendation
  - Application form with basic student information
  - Copy of passport
  - Copy of F1 visa (international students only)
  - Two 600-800 word long essays (prompts 1 and 2) and one 300-500 word short essay (prompt 3).
    - **Prompt 1 (600-800 words):** What draws you to this program? Please explain your background/interest in the program topics (Universal Design, ability, accessibility, inclusion, Japanese culture, etc.).
    - **Prompt 2 (600-800 words):** What connection do you see yourself making between the program topics and your field of study? Please explain your views on the cross-section between them and provide examples of how you plan on applying them to the work that you do in your field.
    - **Prompt 3 (300-500 words):** Describe your style of leadership and teamwork. What does leadership mean to you? What makes you a good leader and how has that helped you to achieve success in teams? Please provide examples.

All interested applicants should turn their complete application into CIEE via email by Friday, April 14, 2018. A board of reviewers will review the applications and notify students of the final admissions decisions by Friday, May 5.

## Logistics

All program costs, including logistical costs, can be found detailed in Appendix H.

### Transportation

- **Round trip flights:** Participants and Program Facilitators will fly to Tokyo Narita Airport from the airport most convenient to them and back.
  - Flights will be booked by CIEE.
  - Flight cost will not be included in the program fees and will be the students' responsibility.
- **Airport pickup and drop-off:** Program facilitators will take turns picking participants up from Narita airport and taking them back to the hotel in morning, afternoon, and evening shifts. CIEE will make every effort to book students' arrival times within a close timeframe. The subway in Tokyo is cheap and easily accessible. They will take the subway to their hotel from the airport with an accompanied program facilitator. At the end of the program, a chartered bus will drop students off in morning, afternoon, and evening shifts accompanied by shifting program facilitators.

- Japanese Rail (JR) will be used for domestic travel in all locations except Mount Fuji.
  - Each participant and staff member will receive a JR Pass (Japanese Rail Pass) that can be used for intercity travel. Students receive 20% off on JR passes with the student discount card.
  - Participants will be given a 2,000 yen (about \$20) subway card in Tokyo and Hamamatsu, and a 1,000 (about \$10) card in Shizuoka City. If their travel exceeds this amount, they will be responsible for paying for it. Participants receive student discounts on subway cards.
  - A Shinkansen (high speed rail) will be used from Tokyo to Shizuoka City. Local rail will be used otherwise.
- A bus will be hired to drive from Hamamatsu to Mount Fuji since there is no direct train route. It will be used throughout the duration of the time in Mount Fuji and will be used to drive participants back to Tokyo on the final day of the program.

### Accommodations

All accommodations are made with the intent to be fully accessible and provide accessible rooms and have meeting spaces equipped with necessary technology and materials to host workshops, dialogue and reflection sessions, and other program activities requiring classroom use.

- Tokyo – Tokyo Central Youth Hostel



- (\$35 per night, group rate)
- Shizuoka – Shizuoka Grand Hotel Nakajimaya
  - (\$100 per night per room)
- Hamamatsu – Route Inn Hamamatsuekihigashi Hotel
  - (\$100 per night per room)
  - 9 minute walk from Shizuoka University of Art and Culture
- Mt. Fuji – Fuji View Hotel
  - (\$248 per night per room, breakfast included)

## Health and Safety

As a renowned study abroad provider, CIEE has a strong health and safety plans firmly in place. The *Japan: Universal Design and Innovation* program will use CIEE's existing health and safety framework and tailor it to the specific needs of its students, staff, and program. CIEE offers local support and peace of mind for participants and their families.

## Local Support

Local program staff will be primarily responsible for the health and safety of the participants, from arrival to return-trip home. This ranges from monitoring academic progress, assisting with integration into the new culture, and handling in-country details in case of illness or emergency (CIEE, 2017). As local residents, CIEE staff has personal knowledge of the host country and cities, which is an added benefit when getting participants settled in a new environment

(CIEE, 2017). On program, participants will be given the opportunity to explore the program location in small groups. They will be required to stay with their groups at all times and carry their mobile phones fully charged and with a spare charger in case of emergency. They will also be required to turn on the “Find My Friends” application through the duration of the program so that they can be easily located in case of an emergency.

### Peace of Mind

The first priority of CIEE is that participants are kept safe and healthy. The CIEE Director of Health, Safety, and Security works closely with the U.S. State Department to assess the health and safety of every program (CIEE, 2017). Participants, staff, and parents will be required to register with the U.S. Department of State's Travel Advisory email notification system before embarking to Japan to ensure that they receive all pertinent travel advisory warnings and notifications.

CIEE uses iNext travel insurance to cover unexpected accidents and illnesses while studying abroad (CIEE, 2017). All iNext policies provide a high level of emergency services and support, as well as information to help prepare insured participants for safe travels abroad (CIEE, 2017). iNext is included in the cost of the program. The closest hospitals and doctor offices to on-site program locations will be provided in the program manual given to students, parents, and staff. As part of their training, all staff will be required to attain First Aid and CPR certification.

Participants are encouraged to disclose allergies, psychological therapy, dietary requirements, and other medical or special educational needs. Staff will be given a list of disclosed medical information, dietary restrictions, and emergency contact information that they will keep on hand confidentially. Participants will be encouraged to receive proper immunizations before embarking on their journey abroad. They will also be expected to educate themselves about health and safety issues in Japan such as radiation, earthquakes, and tsunamis.

CIEE provides round-the-clock access to communication from their headquarters in Portland, Maine, so that parents can easily get in contact with their son or daughter in case of emergency at any time (CIEE, 2017). Families can call 1-800-40-STUDY (1-800-407-8839) or 207-553-4000 at any time to be put in touch with a live representative who can assist them in case of emergency (CIEE, 2017). Parents and participants are encouraged to download the “Find My Friends” smartphone application and to leave it active throughout the duration of the program so that parents can easily locate participants’ geographic location.

To ensure the comfort and safety of participants on the program, each staff member will be required to carry a small first-aid kit with them at all times. Participants will be given Japanese SIM cards to put in their phones so that staff and family can easily keep in touch with them. If a participants’ phone is not compatible with the SIM card, an inexpensive flip phone will be provided. Participants will not be allowed to travel anywhere alone; they must at least have one other person accompanying them at all times.

## Accessibility Statement

### CIEE Accessibility Statement

*“CIEE recognizes that the success, and value, of every CIEE program is contingent on its accessibility to participants – particularly those from nontraditional backgrounds. That’s why CIEE is committed to breaking down the three principal barriers to international education and exchange: cost, curriculum, and culture.*

*We do this by offering students, teachers, and young professionals over five million dollars annually in financial support and by continuing to design curricula, and pioneer diverse programming, that is built around the needs and interests of all students. Through these efforts we’re working to ensure that all students – regardless of socioeconomic background, culture, or major – have access to the highest-quality international exchange experience.” (CIEE, 2017).*

### J:UD&I Program Accessibility Statement

CIEE’s Japan: Universal Design and Innovation program serves as a model for a truly accessible and universally designed study abroad program. All efforts have been made to ensure that the principles of Universal Design and Universal Design for Learning have been utilized in the design, development, and implementation of the program in order to accommodate a wide spectrum of abilities and learning styles. Participants are encouraged to disclose needs for accommodations with CIEE prior to the start of the program; however, the universal nature of the program design aims to reduce the need for customized

or adaptively designed accommodations. The program does not discriminate on the basis of race, nationality, ethnicity, religion, sex, gender, or ability, and it prioritizes the emotional, mental, and physical comfort and inclusion of all participants and staff.

## **Crisis Management**

Participants are required to list at least two emergency contacts in case of a crisis. Before the student departs for Japan, they should discuss with their emergency contacts (such as their parents or other family members) how they would handle any family emergencies that may arise (CIEE, 2017). A written emergency communication plan listing the methods of communication to use and the order in which to use them is highly advised (CIEE, 2017). The plan should include a number of family telephone numbers; access codes for messages on family answering machines; and several e-mail addresses (CIEE, 2017).

If an emergency occurs at home, families may contact CIEE'S 24 hour emergency number, 1-800-40-STUDY (1-800-407-8839). Families are encouraged to keep a list of the following emergency documents in a safe place in case an emergency situation arises. A list of these emergency documents can be found in Appendix I.

The CIEE Regional Director of Operations, Asia, serves as the main emergency contact for programs in China, Korea, Japan, and Taiwan, and will be the point person handling contact with family in the case of crisis and

emergencies. Given the frequency of earthquakes and tsunamis in Japan, participants will undergo a natural disaster crisis management simulation during the first orientation on program. They will be encouraged to remain calm, try their best to stay with the group, and to take concrete shelter. In case of crisis or emergency, program staff will notify the Regional Director of Operations, who will then notify participant emergency contacts.

During staff training, staff will be assigned roles they will take in case of emergency. A hierarchy of command will be determined so that there is no confusion in the emergency response in case of crisis. Staff will be trained on how to interact with the media, how to ensure that no student is left behind, and how to properly support participants who go through crisis or emergency situations on program.

## **Student and Program Evaluation**

### **Participant Evaluation**

Participants' grading will be based on the following criteria: (1) quality of teamwork and effort in team dynamics (20%); (2) weekly submission of individual journal reflections (20%); (3) final reflection paper (20%); and (4) UD Action Project submission and implementation plan (40%). Final portfolios will be due before the final award ceremony and project presentation night in Mount Fuji, two nights before the program's end date. All coursework will be evaluated within two to three weeks after submission. Upon completion of the program with a passing grade (A-C), students will receive 4 credits towards graduation.

## Program Evaluation

Before the bus ride back to Tokyo on the final day of the program, participants will be given an anonymous Google Forms survey to fill out in order to provide detailed feedback to staff and to CIEE at large. They may complete it while on the bus ride back to Tokyo on their phones or tablets or when they arrive at the hotel in Tokyo. They will receive 5 bonus points on their grade for completing the survey. Six months after the program's completion, participants will be sent another Google Forms survey through email to complete as a follow up. For further reference, please see Appendix J.

## Conclusions

Though headway has been made in expanding diversity abroad and offering social justice program themes to meet the demands of an ever-progressing society, knowledge about access and inclusion in terms of ability has been slower to advance (MIUSA, 2017). The *Japan: Universal Design and Innovation* program seeks to popularize, normalize, and provide moral ground for transforming the world into a more accessible place for all. In the past ten years, Japan has proved itself to be an excellent role model to the world in this regard. It is the hope of the program developer that U.S. participants can take use the knowledge, awareness, and skills that they gain in Japan to become lifelong advocates for more empathetic, accessible, and inclusive attitudes and practices in their fields of study, in their communities, and in the world at large.

## References

- Abroad With Disabilities. (2017). *What is abroad with disabilities?* Home. Retrieved from <http://abroadwithdisabilities.org/>
- Abroad With Disabilities. (2017). *Intro to universal design and assistive technology in experiential learning*. Course. Retrieved from <http://abroadwithdisabilities.org/coursetraining/>.
- Anti-Defamation League. (2005). A brief history of the disability rights movement. Retrieved from [http://archive.adl.org/education/curriculum\\_connections/fall\\_2005/fall\\_2005\\_less\\_on5\\_history.html](http://archive.adl.org/education/curriculum_connections/fall_2005/fall_2005_less_on5_history.html)
- CAST (2012). UDL Guidelines 2.0. *What is Universal Design for Learning?* Retrieved from: <http://www.udlcenter.org/aboutudl/udlguidelines>
- CAST (2015). About Universal Design for Learning. *UDL at a Glance*. Retrieved from: <http://www.cast.org/our-work/about-udl.html#.WEy9JKIrIU0>
- Council on International Education and Exchange (CIEE) (2017). *Health and safety abroad*. A Parents Guide to Study Abroad. Retrieved from <https://www.ciee.org/study-abroad/parents/health-safety/>.



Council on International Education and Exchange (CIEE) (2017).

*Emergencies*. A Parents Guide to Study Abroad. Retrieved from

<https://www.ciee.org/study-abroad/parents/emergencies/>.

Council on International Education and Exchange (CIEE) (2017). *What we believe in*. <https://www.ciee.org/believe/>.

Council on International Education and Exchange (CIEE) (2017). *Who we are*. Retrieved from <https://www.ciee.org/who/>.

<http://www.cs.umb.edu/~hdeblois/285L/Kohlberg%27sMoralStages.htm>.

Devlin, R. F., & Pothier, D. (2006). *Critical disability theory: Essays in philosophy, politics, policy, and law*. Vancouver: UBC Press.

Gillies, Jennifer (2014). Critical disability theory. *Encyclopedia of Quality of Life and Well-Being Research* (pp. 1348-1350). Retrieved from [https://link.springer.com/referenceworkentry/10.1007/978-94-007-0753-5\\_619](https://link.springer.com/referenceworkentry/10.1007/978-94-007-0753-5_619).

Institute of International Education. (2016). *Students with disabilities, 2006/07-2014/15*. Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

Japan Times (2015). Breaking down the barriers: can Tokyo improve access for people with disabilities? *Life*. Retrieved from <http://www.japantimes.co.jp/life/2015/02/07/lifestyle/breaking-barriers-can-tokyo-improve-access-people-disabilities/#.WVrNgtPysU0>.

Kolb, D. and Kolb, A. (2008). *Experiential learning theory: a dynamic, holistic approach to management learning, education, and development*. Case Western Reserve University. Retrieved from:

<http://learningfromexperience.com/media/2010/08/ELT-Hbk-MLED-LFE-website-2-10-08.pdf>.

Meyer, A. & Rose D.H. (2002). *Teaching every student in the digital age: universal design for learning*. Alexandria, Va: Association for Supervision and Curriculum Development.

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing.

Mobility International, U.S.A. [MIUSA] (2017). Encouraging others to see the world. *Resource library*. Retrieved from <http://www.miusa.org/resource/story/juanita>

Moore, S. L. (2007). *Book review: David H. Rose, Anne Meyer, Teaching every student in the digital age: universal design for learning*. Association for Educational Communications and Technology, 521-525. doi:10.1007/s11423-007-9056-3

NAFSA: The Association of International Educators (2015). *Trends in U.S. study abroad*. Policy & Advocacy. Retrieved from [http://www.nafsa.org/Policy\\_and\\_Advocacy/Policy\\_Resources/Policy\\_Trends\\_and\\_Data/Trends\\_in\\_U\\_S\\_\\_Study\\_Abroad/](http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Trends_in_U_S__Study_Abroad/).

National Center on Education Statistics. (2014). *Fast facts: students with disabilities*. Retrieved from: <https://nces.ed.gov/fastfacts/display.asp?id=60>

National Disability Authority (NDA) (2014). *The 7 principles: what is universal design*. Retrieved from <http://universaldesign.ie/what-is-universal-design/the-7-principles/the-7-principles.html>.

Mayumi, Shirasawa (2014). The long road to disability rights in Japan. *Currents*. Retrieved from <http://www.nippon.com/en/currents/d00133/>.

Robinson, K. [RSA Animate]. (2010, October). *Changing education paradigms*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=zDZFcDGpL4U>.

Shizuoka University of Art and Culture. (n.d.) *About SUAC*. Retrieved from <http://www.suac.ac.jp/english/about/>.

Shizuoka University of Art and Culture (n.d.) *International exchange*. Retrieved from [http://www.suac.ac.jp/english/international\\_exchange/](http://www.suac.ac.jp/english/international_exchange/).

Sonesen, H. and Cordano, R. (n.d.) *Universal design and study abroad: (re-)designing programs for effectiveness and access*. *Frontiers: The Interdisciplinary Journal of Study Abroad*. Retrieved from <http://files.eric.ed.gov/fulltext/EJ883703.pdf>.

## Appendices

### Appendix A – Shizuoka University of Art and Culture (SUAC) Pillars

#### ***Contributions to International Society***

*Students and faculty of Shizuoka University of Art and Culture are active internationally through participation in academic research and exchange. A broad-based education for internationally minded individuals allows students to develop a sense of themselves as global citizens.*

#### ***Promotion of International Exchange***

*Shizuoka University of Art and Culture participates in exchanges with universities in Asia (China, Korea, etc.) and English-speaking regions of the world (US, UK, etc.) We provide support for students' international activities, such as study abroad exchange programs and research exchanges, that broaden their horizons.*

#### ***Universal Design***

*Students can learn the rationale for Universal Design which seeks to create a society and objects that are easy to use for all people, regardless of age, gender, physical ability, and language ability. The principles of Universal Design have even been incorporated into the design and details of the university's facilities. And students are actively engaged in activities*

*independently, such as participation and acquisition of awards in Universal Design competitions.” (Shizuoka University of Art and Culture, n.d.)*

## Appendix B – Principles of Universal Design

### **Principle 1: Equitable Use**

The design is useful and marketable to people with diverse abilities.

### **Principle 2: Flexibility in Use**

The design accommodates a wide range of individual preferences and abilities.

### **Principle 3: Simple and Intuitive Use**

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

### **Principle 4: Perceptible Information**

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

### **Principle 5: Tolerance for Error**

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

### **Principle 6: Low Physical Effort**

The design can be used efficiently and comfortably and with a minimum of fatigue.

### **Principle 7: Size and Space for Approach and Use**

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility (National Disability Authority, 2014).

## Appendix C – Principles of Universal Design for Learning

**Multiple Means of Engagement (MME)** is the “why” of learning (CAST, 2012).

Why are your students or participants learning and for what purpose? Are they truly interested in the content and learning objectives? If so, how can you make sure to challenge them enough to continue their interest? If not, how can you represent the material to them in order to gain motivation and interest? Goal-setting, allowing students to choose their own topics, and giving space for students to give and receive feedback will all increase MME.

**Multiple Means of Representation (MMR)** can be easily understood as the “what” of learning (CAST, 2012). What different methods and tools can we use to give learners different ways to acquire information and knowledge? Using mixed media such as videos, podcasts, written case studies, visual images, etc. can all be used as ways to provide MMR.

**Multiple Means of Action and Expression (MMAE)** is the “how” of learning (CAST, 2012). How can you allow students or participants to demonstrate what they know in various ways? Allowing students to demonstrate what they have learned through creative expression such as dance, theater, music, and photography are all great ways of increasing MMAE.

All three principles are interconnected and support one another. For example, providing students with multiple means of representation (MMR) and allowing students the chance to choose their action and expression (MMAE) will most definitely increase learners' engagement (MME).



## Appendix D – Needs Assessment Surveys

### For Study Abroad Professionals

1. Consent: I hereby give consent to the researcher to use the information that I provide for the purpose of designing and developing a study abroad program proposal.
2. What is your position or department within your study abroad organization?
3. Indicate the priority of increasing diversity and inclusion of underrepresented students (with an emphasis on ability) within your department.
  - a. No Priority
  - b. Low Priority
  - c. Moderate Priority
  - d. Strong Priority
  - e. Other (Comments)
4. Does your organization currently run any programs that touch on the topics of diversity, inclusion, access, and/or ability? If so, what are they?
5. How interested would you as an individual be in offering/providing/advertising a study abroad program that builds knowledge, skills, and awareness of increasing diversity, inclusion, and accessibility in students' fields of study?
  - a. No Interest
  - b. Minor Interest
  - c. Moderate Interest
  - d. Strong Interest
  - e. Other (Comments)
6. How interested do you think your organization (more specifically, your department) would be in offering/providing/marketing a study abroad program open to interdisciplinary majors that builds knowledge, skills, and

- awareness of increasing diversity, inclusion, and accessibility in students' fields of study?
- No Interest
  - Minor Interest
  - Moderate Interest
  - Strong Interest
  - Other (Comments)
7. Do you think your organization would benefit from offering a program on access, inclusion, and disability cross-culturally? If so, how?
8. Briefly describe any personal experiences (challenges, rewards, etc.) you have had with students with disabilities or learning differences you have worked with who studied abroad or wished to study abroad. A) What were the challenges and rewards of providing a study abroad experience for the student? B) What did you encounter that was unexpected? If you have not had any experiences, please indicate "N/A".
9. How familiar are you with the concept of Universal Design?
- Not Familiar
  - Somewhat Familiar
  - Very Familiar
10. Which of your organization's study abroad programs/countries are currently the most popular for undergraduate students?
11. How interested would you as an individual be in offering/providing/advertising a study abroad program capable and prepared to accommodate students with disabilities/learning differences?
- No Interest
  - Minor Interest
  - Moderate Interest
  - Strong Interest
  - Other (Comments)

12. How interested would your organization (more specifically, your department) be in offering/providing/advertising a study abroad program capable and prepared to accommodate students with disabilities?
- a. No Interest
  - b. Minor Interest
  - c. Moderate Interest
  - d. Strong Interest
  - e. Other (Comments)
13. How interested would you as an individual be in offering/providing/advertising a study abroad program focusing on topics of disability, accessibility, diversity, inclusion, and leadership in a cross-cultural context?
- a. No Interest
  - b. Minor Interest
  - c. Moderate Interest
  - d. Strong Interest
  - e. Other (Comments)
14. How interested would you as an organization/institution be in offering/providing/advertising a study abroad program focusing on topics of disability, accessibility, diversity, and inclusion in a cross-cultural context?
- a. No Interest
  - b. Minor Interest
  - c. Moderate Interest
  - d. Strong Interest
  - e. Other (Comments)
15. Please assess the marketability of the program themes described above (diversity, inclusion, accessibility). How interested do you predict students would be in a program on these topics/themes?
- a. No Interest
  - b. Minor Interest

- c. Moderate Interest
- d. Strong Interest
- e. Other (Comments)

16. What would an ideal program length be for a program on these topics/themes?

- a. Summer/Short-term
- b. Semester
- c. Year
- d. Other

17. What are some approaches you take in your professional role to increase diversity and inclusion? (Models, frameworks, steps, courses action, etc.)

#### For Tufts Undergraduate Students

1. Consent: I hereby give consent to the researcher to use the information that I provide for the purpose of designing and developing a study abroad program proposal.
2. What is your age?
3. What was your class during the 2016-2017 school year?
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
4. Please indicate your major.
5. Have you ever studied abroad? If not, do you plan to study abroad in the future? If you have, do you plan on doing it again?
6. How interested would you be in a study abroad program that incorporates social justice topics in a real world, cross-cultural context?
  - a. No Interest
  - b. Minor Interest
  - c. Moderate Interest

- d. Strong Interest
  - e. Other (Comments)
7. More specifically, how interested would you be in a study abroad program that increases your knowledge and awareness in ability/disability across different cultures and gives you practical skills to transform the work that you do in your career to be more accessible to all?
- a. No Interest
  - b. Minor Interest
  - c. Moderate Interest
  - d. Strong Interest
  - e. Other (Comments)
8. Please rate your knowledge/awareness/skills do you currently have about accessibility in terms of ability/disability. Please provide as much information about your experience in regards to this topic as possible in the "other" section.
- a. Not knowledgeable/aware, no skills
  - b. Fairly knowledgeable/aware, some skills
  - c. Moderately knowledgeable/aware, moderate skills
  - d. Strongly knowledgeable aware, strong skills
  - e. Other (Comments)

## Appendix E – Program Facilitator Interview Questions

- 1) Describe your knowledge and experience working with students of diverse abilities. How do you ensure that curriculum, program activities, attitudes, etc. are accessible?
- 2) In your own words, what is Universal Design/Universal Design for Learning?
- 3) What is your leadership style? What makes you a good leader?
- 4) How do you handle stress? Please provide examples of a time that you handled stress productively at work.
- 5) What is your educational philosophy?
- 6) What are your passions/hobbies/interests outside of work?

## Appendix F – Course Overview

### Syllabus

**Course Title:** Japan: Universal Design and Innovation

**Course Dates:** July 20 – August 17

**Credits:** 4

**Course Description:** The Universal Design and Innovation course, offered through CIEE, will introduce participants to access and inclusion in Japan, a country that has made great strides in transforming their society into one that is barrier-free for increased and equitable access for all through a method called Universal Design. Participants will spend the first week of the program learning about Universal Design policy, infrastructure, and technology in Tokyo, followed by a two-week stay in Shizuoka Prefecture, where Universal Design is utilized in public infrastructure such as transportation, manufacturing, education, hospitality, and government. On program, participants will engage in site visits, cross-cultural peer exchange with students from the Shizuoka University of Art and Culture (SUAC), workshops, dialogue, reflection, and various other experiential activities to investigate and analyze Japan's progressive policy while comparing and contrasting it to that of their own home communities.

**Participant Goals:**

- Gain knowledge, skills, and awareness in Universal Design and Universal Design for Learning to be used to transform academic and professional fields to be more accessible and inclusive for people of diverse abilities;
- Develop cross-cultural knowledge and understanding of Japan;
- Be able to recognize Universal Design principles in a real-world context; and

- Build leadership and advocacy skills to advocate for Universal Design in schools, communities, and fields of study.

**Participant Objectives:**

- Through a series of experiential workshops, be able to recall principles of Universal Design and Universal Design for Learning.
- Examine the historical, economic, and cultural lenses that have driven Japan to become pioneers in Universal Design (UD) through site visits and a university cross-cultural exchange;
- Analyze how implementing Universal Design principles create a more inclusive society through experiential activities, dialogue sessions, and special events with Japanese peers; and
- Create a project proposal and implementation plan for the “UD Action Project” to bring back to home communities after the program’s completion.

**Course Assignments:**

All assignments will be due to be submitted in a comprehensive portfolio on the second to last day of the program before the final awards ceremony dinner in Mount Fuji. Assignments with presentation dates are noted below.

- Universal Design (UD) Journals (**20%** of final grade)
  - Participants will be given journals to individually reflect every day on program
- UD Action Project initial proposal (**20%** of final grade);



- Presented in the second week, students will work in teams, or “clusters”, to design an initial proposal for the Universal Design Action Project that they will be encouraged to implement upon returning to their home communities
- Team evaluation survey and corresponding short essay (**10%** of final grade)
  - Three to five pages detailing team dynamics, challenges, and successes
- UD Action Project final advocacy plan (**30%** of final grade)
  - Participants will present their final UD Action Project advocacy plan to their peers, program staff, and special guests at the final ceremony on the second to last night of the program in Mount Fuji
- Final reflection assignment (**20%** of final grade)
  - Participants will write a paper (8-12 pages) or record a voice recording (7-11 minutes) based on notes and observations from the reflection journals (“UD Journals”) that they will be required to keep throughout the program.

**Evaluation:** Participants will be evaluated based on their participation/contribution to their teams and the overall program, their individual reflections, and evidence of learning synthesis and analysis in workshops, dialogues, and reflections. Grading scale will be as follows: 90-100% A, 80-89% B, 70-79% C, 60-69% D, below 60% F. Students will pass the course with a minimum of 70%.

### Program Timeline

**January 2 – April 30:** 1) Marketing and recruitment outreach, 2) grant writing, 3) student application review, 4) program facilitator application review and interviews, 5) curriculum design, 6) logistics planning

**Early March:** Program facilitators hired

**Late March:** Abroad With Disabilities (AWD) online staff training begins

**May 5:** Successful applicants are notified; students are given access to course Moodle site where they can access course materials

**Mid-May:** Risk assessment completed by in-country staff

**June 29:** Zoom session #1 – Dialogue/reflection on pre-curriculum

**July 9:** Pre-departure seminar on Zoom

**July 20:** Arrival in Tokyo

**July 20 – August 18:** On-program

**August 16:** Students turn in their portfolios and present UD Action Projects

**August 18-19:** Students return home

**January 27:** Virtual UD action project follow-up check-in on Zoom

### Program Schedule

#### **Week 1: Tokyo**

**Theme:** Introduction to Tokyo, Japanese culture, and Universal Design

**Overview:** Students will arrive in Tokyo and participate in a series of two

orientations: one focusing on icebreakers, rules, logistics, health and safety, basics of Japanese culture, and handing out UD Journals, and the other focusing on teambuilding, reviewing the program schedule, program and student goals and objectives, and learning expectations. Since the J:UD&I program emphasizes teamwork and leadership, the two orientations will highlight strong teambuilding and will aim for students to establish comfort and trust with one another. They will review and expand their knowledge, skills, and awareness in Universal Design principles through the first series of UD experiential workshops. They will apply what they learn while exploring, observing, and analyzing the Tokyo cityscape. They will also form their UD Action Project cluster groups and choose their topics.

**Highlights:** Orientations I&II, UD Workshops I&II, UD Action Project Design Intro, Japanese culture/history workshop, Tokyo city tours, Tokyo Tower, Edo-Tokyo museum, Japanese film night, Japanese dessert sampling and games

## Day 1

- **ALL DAY** - Student arrivals at hotel in Tokyo.
  - *Optional: Neighborhood outings for students as they arrive/store visits for needed items/snacks and lunch*
- **ALL DAY** - Rest and relax/jetlag recovery
- **6:00 – 7:00 PM** - Dinner at hotel
- **7:15 – 8:30 PM** - Rooms assigned & roommate meetings
- **8:30 – 10:30 PM** - Optional: Japanese film, board games, or team Sudoku
- **10:30 PM** - Lights out

## Day 2

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** – Morning gathering/meditation
- **9:00 – 10:45 AM** - Orientation: Icebreakers, rules, logistics, health and safety, basics of Japanese culture, and hand out reflection journals
- **10:45 – 11:25 AM** - Break time: tea, fruit, and pastries
- **11:30 AM – 2:30 PM** - UD Workshop I: UD principles overview, background, and history
- **2:30 – 4:30 PM** - Neighborhood exploration in small groups
  - Lunch in groups around neighborhood
- **4:30 – 6:00 PM** - Rest/individual journal reflection time
- **6:00 – 8:00 PM** - Dinner at restaurant
- **8:00 PM – 10:15 PM** - Return to hotel/Free time
  - Optional: Japanese film, board games, or team Sudoku

- **10:30 PM** - Lights out

### Day 3

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** – Morning gathering/meditation
- **9:00 – 10:45 AM** - Orientation II: Teambuilding, review program schedule, program and student goals and objectives, and learning expectations
- **10:45 – 11:25 AM** - Break time: make your own kakigori (Japanese shaved ice dessert)!
- **11:30 AM – 1:00 PM** - Japanese culture/history workshop
  - **TOPIC**: First impressions of Japan, previous knowledge/assumptions about Japan
- **1:00 PM – 6:00 PM** - Tokyo City Tour I: Shibuya and Harajuku
  - Students will be given journals to accompany them on their exploration of the city where they will write down observations of Universal Design and accessibility based on their current knowledge.
  - Sushi lunch on tour
- **6:30 – 7:30 PM** – Dinner at hotel
- **7:45 – 9:00 PM** - City tour reflection and dialogue
- **9:00 – 10:30 PM** - Free time
  - Optional: Japanese film, board games, or team Sudoku
- **10:30 PM** - Lights out

### Day 4

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** – Morning gathering/meditation
- **9:00 AM – 12:00 PM** - UD Workshop II: UD Principles in Use
  - Students' understanding of UD principles will be expanded through building their knowledge and awareness of how UD principles implemented in real-life scenarios and infrastructure both in Japan and internationally
- **12:00 – 1:25 PM** - Break time: convenience store trip for snacks
- **1:30 – 4:30 PM** - Tokyo City Tour II: Asakusa
  - Students will jot down thoughts, observations, and reflections relating to culture, history, and UD in their UD journals.
  - Lunch on tour
- **4:30 – 6:00 PM** - City tour reflection and dialogue

- TOPIC FOCUS: Asakusa observations in relation to culture, history, and UD
- **6:00 – 7:30 PM** - Dinner at restaurant
- **7:30 – 10:00 PM** – Karaoke and arcade outing!
- **10:00 PM** – Return to hotel
- **10:30 PM** - Lights out

## Day 5

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** – Morning gathering/meditation
- **8:45 AM – 3:00 PM** – Trip to Edo-Tokyo museum
  - Lunch at restaurant around museum
- **3:00 – 4:00 PM** - Museum trip reflection/dialogue session
- **4:15 – 6:00 PM** - Action Project Seminar
  - Project guidelines, brainstorm topic ideas, form teams (clusters)
- **6:15 – 7:30 PM** - Dinner at restaurant
- **7:30 – 9:30 PM** – Visit to Tokyo Tower
- **9:30 PM – 10:00 PM** - Return to hotel
- **10:30 PM** - Lights out

## Day 6

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** – Morning gathering/meditation
- **9:00 – 10:30 AM** – Scavenger hunt preparations and instructions/location research in clusters
- **10:45 – 11:25 AM** - Break time: tea, fruit, mochi
- **11:30 AM – 5:00 PM** - UD Scavenger Hunt around Tokyo in UD Action Project clusters
  - Students can use photos or journaling to document
  - May go to area of city of their choosing within 1 hour radius
  - Lunch in groups on scavenger hunt
- **6:00 PM** - Return to hotel
- **6:15 – 7:30 PM** - Dinner at restaurant
- **7:45 – 9:00 PM** - Scavenger hunt presentation and reflection
- **9:00 – 10:00 PM** - UD Action project cluster meetings
- **10:30 PM** – Lights out

## Day 7

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 10:30 AM** - UD Workshop III: Review/reflection
- **10:30 – 11:00 AM** - Preparation session for visit to Toshiba headquarters
- **11:00 – 3:00 PM** - Visit to Toshiba Science Museum
  - Toshiba representatives will speak to students about how they incorporate Universal Design when designing their products
  - Lunch around Toshiba headquarters
- **3:30 – 5:00 PM** - Toshiba Science Museum reflection session and Kabuki theater briefing
- **5:00 – 6:00 PM** - Dinner at restaurant
- **6:00 – 9:00 PM** - Kabuki theater in Ginza
- **9:30 – 10:30 PM:** Individual journal reflection time and/or UD Action Project cluster meetings
- **10:30 PM:** Lights out

## Week 2: Tokyo and Shizuoka

### **Themes: Teambuilding and leadership, UD and UDL Skill Application**

**Overview:** This week, students will wrap up their time in Tokyo and depart for Shizuoka. Once in Shizuoka, they will have a chance to branch out and form into new groups for the UD Case Study Art Activity, which will allow them a chance to take the new experiences gained with new team members to bring back to their clusters. Emphasis will be placed on teambuilding, team dynamics, and developing leadership skills so that they can become more effective activists for inclusion in their careers and communities.

**Highlights:** Fun in Yoyogi park, travel to Shizuoka City, UD Action Project planning, International Association of Universal Design (IAUD) site visit, Leadership and Activism seminar/workshop, Shizuoka City tour, UD Case Study Art Activity, site visit to UD Reform Plaza

## Day 8

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 11:30 AM** - Week 1 wrap-up workshop – review and synthesis of week
- **11:30 – 5:00 PM** - Fun in Yoyogi Park!
  - Lunch, music, teambuilding games, and sports

- **5:00 PM** - Return to hotel
- **5:30 – 7:00 PM** – Dinner at Izakawa
- **7:30 PM – 10:30 PM** - Japanese film night! (with Japanese dessert sampling)
- **10:30 PM** - Lights out

### **Day 9**

- **8:30 – 9:30 am** - Breakfast at hotel (students may sleep in)
- **9:45 – 11:00 AM** - Morning gathering/meditation
- **9:00 – 11:30 AM** - Leadership and Activism seminar/workshop
- **Rest of Day:** Free day for UD Action Project planning, city exploration, and cluster group bonding
  - Proposals due by the end of the day
  - Free time dinner in clusters
- **10:30 PM** - Lights out

### **Day 10**

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 9:30 AM** - International Association of Universal Design (IAUD) briefing session
- **9:30 AM – 12:00 PM** - Visit to the International Association of Universal Design (IAUD) – meet with guest speaker and tour building
- **12:00 PM – 1:30 PM** – Lunch at restaurant
- **1:30 PM** - Return to hotel
- **1:45 PM – 3:30 PM** - IAUD Debrief and Reflection
- **4:00 – 9:00 PM** – Fun in Akihabara!
  - Dinner, arcade, shopping, etc.
- **9:00 PM** - Return to hotel
- **9:00 PM – 10:30 PM** - Optional: Anime viewing or individual journal reflection time
- **10:30 PM** - Lights out

### **Day 11**

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 12:00 AM** - Tokyo wrap-up/debrief/reflection and dialogue
- **12:30 PM** - Depart for Shizuoka City

- Enroute stop at a convenience store – option to purchase snacks and lunch
- Train to Shizuoka (lunch while on train)
- **2:00 PM** - Arrive in Shizuoka
- **2:30 – 3:30 PM** - Hotel check-in meeting, unpack
- **3:30 – 6:00** - Orientation III: Introduction to Shizuoka Prefecture, plan/itinerary for the week
- **6:00 – 7:30 PM** - Dinner at hotel
- **7:30 – 8:30 PM** – Individual reflection journaling time
- **8:30 PM – 10:00 PM** - Optional: Yoga and Zen meditation session
- **10:30 PM** - Lights out

## Day 12

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:30 – 12:00 PM** - UD Workshop III: Principles of Universal Design for Learning (UDL)
- **12:30 – 5:30 PM** - Shizuoka City tour and sightseeing (Sumpo Castle, Nihondaira, Kunoza Toshogu)
  - Lunch on tour
- **5:30 PM** - Return to hotel
- **6:00 – 8:00 PM** - Dinner at hotel with special entertainment
- **8:00 – 10 PM** - tour reflection and accessibility feedback session
- **10:30 PM** – Lights out

## Day 13

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 10:30 AM** - UD Case Study Art Activity Briefing
  - Students will venture to a universally designed location in Shizuoka City listed on the Shizuoka Prefecture Universal Design website (<http://www.pref.shizuoka.jp/ud/en/#ur>) with their new groups. They will represent it creatively in some form of artistic/creative expression such as photography, poetry, drawing, etc. They will use the expression to teach their peers about a principle of UD using principles of UDL that they learned in UD Workshop IV.
  - Choose locations and new groups of 4-5
- **10:30 AM – 11:30 AM** - Planning and preparation time
- **11:45 AM** - Depart for locations
  - Lunch on outing in groups



- **5:00 PM** - Return to hotel
- **5:00 PM – 10:00 PM** - Free time to develop and finalize projects
  - **6:00 – 7:30 PM** - Dinner at hotel
- **10:30 PM** - Lights out

## Day 14

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 10:30 PM** - Finalize projects
- **10:30 PM – 1:00 PM** - Project presentations and reflection session
  - Project presentations: Students will present their UD Case Study Art Projects utilizing UDL principles.
  - Reflection session: Students will regroup in their UD Action Project teams to discuss their experiences and what was learned in Case Study Art Project groups
- **1:00 – 2:30 PM** - Lunch at restaurant
- **2:30 – 6:00 PM** - Site visit to UD Reform Plaza (UDRP)
  - Students will be given time to reflect in their journals
- **6:00 – 7:30 PM** – Dinner at restaurant
- **7:45 – 10:00 PM** – Optional: onsen (Japanese bathhouse) experience!
- **10:30 PM** - Lights out

## Week 3: Hamamatsu, Shizuoka Prefecture

**Themes:** UD & Me, Cross-cultural dialogue and analysis

**Overview:** Students will travel to Hamamatsu, Shizuoka prefecture from Shizuoka City. They will meet with the students from Shizuoka University of Art and Culture and participate in teambuilding and cross-cultural dialogues. The purpose of this is to form bonds with one another while broadening their perspectives of both Japanese and J:UD&I students' various cultures and their relationship with Universal Design.

**Highlights:** Hamamatsu City Tour led by SUAC students and other various sightseeing, Accommodating Dietary Restrictions Seminar, Inclusive Potluck, Making Accessible Materials Workshop, Hamamatsu Temple Travel Brochure Project, UD Workshops: 1) Traditional Customs & UD in a Modern World 2) Making Accessible Content

## Day 15

- **7:30 – 8:30 AM** - Breakfast at hotel
- **8:45 – 9:00 AM** - Morning gathering/meditation

- **9:00 AM – 11:30 PM** - UDRP reflection and Week 2 Wrap-up: review and synthesis
- **11:30 – 12:00 PM** - Pack
- **12:00 – 1:00 PM** - Lunch at restaurant
- **1:00 – 2:30 PM** - Train to Hamamatsu
- **2:30 – 3:30 PM** - Check into hotel, assign rooms
- **3:30 – 8:00 PM** - Shizuoka University of Art and Culture (SUAC)  
Introduction
  - Information session about SUAC
  - Campus tour
  - Icebreaker/teambuilding session with SUAC students
  - Dinner on SUAC rooftop garden with SUAC students
- **8:00 – 10:00 PM** – Free time activities with SUAC students (board games, film, or Sudoku)
- **10:30 PM** – Lights out

## Day 16

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 1:00 PM** - Hamamatsu tour and sightseeing led by SUAC students in small groups
  - Lunch in groups
- **1:00 PM – 3:00 PM** - Tour reflection session and cross-cultural dialogue at SUAC
- **3:00 PM – 7:00 PM** – Act City outing
  - Hamamatsu Museum of Musical Instruments
  - Tower observatory
- **7:00 – 8:30 PM** - Dinner at Izakaya with SUAC students
- **8:30 PM** - Return to hotel
- **8:30 – 10:30 PM** – Free time to work on UD Action projects

## Day 17:

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 11:30 AM** - Seminar: Accommodating Dietary Restrictions
- **11:30 AM – 12:30 PM** - Potluck dinner project instructions
- **12:30 PM – 2:00 PM** - Lunch at SUAC cafeteria

- **2:00 – 6:00 PM** - Potluck dinner preparation: In the same groups as the city tour, students will prepare a universally designed potluck dinner to accommodate various dietary needs
- **6:00 – 8:00 PM** - Potluck dinner celebration on garden rooftop!
- **8:00 – 10:00 PM** - Arcade outing
- **10:00 PM** - Return to hotel
- **10:30 PM** - Lights out

### Day 18

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 2:00 PM** – Tenryu River outing
  - Stroll around the river while participating in an “interesting fact” scavenger hunt questions to encourage communication and bonding between J:UD&I students and SUAC students.
  - Picnic lunch at Tenryu River
- **2:00 PM** - Return to SUAC
- **2:00 PM – 6:00 PM** - UD Action Project prep time
- **6:00 – 7:30 PM** – Dinner at SUAC cafeteria
- **7:30 – 9:30 PM** - UD Action Project Proposal presentations
  - Give and receive feedback with SUAC students
- **9:30 – 10:30 PM** – Individual journal reflection time or meet in UD Action Project cluster groups to go over feedback
- **10:30 PM** - Lights out

### Day 19

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 12:00 PM** - UD Workshop: Making Accessible Content
  - Students will learn about Assistive Technology and making both digital and print materials accessible.
- **12:00 PM – 5:00 PM** - Hamamatsu Temple Travel Brochure Project: Students will visit different historic temples in Hamamatsu in small groups. They will collaborate together to make accessible travel brochures/advertisements for their temple, detailing the accessibility of the temple and accommodations their travel group would provide, and present it to the full group upon return to SUAC.

- Before departing to temple sites, students will partake in an accessible gallery walk of different historic temples in Hamamatsu. They will choose which temple they wish to explore.
  - Lunch in groups on temple site visit
- **5:00 – 10:00 PM** - Return to SUAC and work on travel brochures in groups
  - **6:00 – 7:30 PM** - Dinner at SUAC cafeteria
- **10:30 PM** - Lights out

## Day 20

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 12:00 PM** - Free time to work on presentations
- **12:00 PM – 1:30 PM** - Lunch at SUAC cafeteria
- **1:30 – 4:00 PM** - Temple Travel Brochure Project presentations, feedback, and reflection session
- **4:00 – 6:30 PM** – Documentary event!
- **6:30 – 8:00 PM** – Dinner at SUAC Cafeteria
- **8:00 – 10:00 PM** – Free time: SUAC rooftop garden hang out with ice cream and snacks
- **10:00 PM** - Return to hotel
- **10:30 PM** – Lights out

## Day 21

- **7:30 – 8:30 AM** - Breakfast at SUAC cafeteria
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 1:00 PM** - Visit to tea fields
  - Lunch on trip
- **1:00 pm – 3:00 PM** - Following tea ceremony in SUAC's Tea Arbor (campus tea room)
- **3:00 PM – 6:00 PM** - UD Workshop: Traditional Customs & UD in a Modern World
  - There is deep emotional attachment to tradition in culture – whether it is food, ritual, or design. Is it possible to make traditions accessible while holding onto their authenticity?
- **6:00 – 7:30 PM** - Dinner at SUAC cafeteria
- **7:30 – 9:30 PM** - Reflection session integrating temple visits, tea ceremony, and the modern vs. traditional in Japan overall

- **9:30 PM** - Return to hotel
- **9:30 – 10:30 PM** – Individual journal reflection time
- **10:30 PM** - Lights out

#### **Week 4: Mount Fuji**

**Themes:** Synthesis and final reflections

**Overview:** J:UD&I and SUAC students will celebrate the end of the program together at Mount Fuji. They will participate in a number of outdoor recreation and teambuilding activities and present their UD Action Project Plans that they will implement in their communities upon returning to their home communities at the final dinner award ceremony. They will share their last few days together reflecting on their experiences on program and participating in fun activities such as a goodbye creative expression through open mic and a gallery walk and a hot spring party.

**Highlights:** Sightseeing around Fuji-Kanone Izu National Park, UD Workshop: Making Recreation Accessible, Skype session with American (CAST) and Japanese (Japanese Ministry of Land, Infrastructure, and Transportation) Universal Design leaders, Japanese woodblock painting, UD Workshop: Making Art Accessible, UD Action Project Presentations, Dinner and Award Ceremony, hot spring party, final program synthesis and reflection, goodbye creative expression (gallery walk and open mic)

#### **Day 22**

- **10:15 AM – 10:30 AM** - Morning gathering/meditation
- **10:30 – 12:00 PM** - Brunch at restaurant
- **11:00 AM – 12:30 PM** - Brunch at restaurant

- **12:30 PM – 2:00 PM** - Bus to Fuji-Hakone Izu National Park
- **2:00 – 3:00 PM** - Check into hotel and assign rooms
- **3:00 – 6:00 PM** - Mount Fuji Orientation and Introduction session
  - Sightseeing around park
- **6:00 – 7:30 PM** - Dinner at hotel
- **7:30 PM – 10:30 PM** - Free time to work on UD Action Projects
- **10:30 PM** - Lights out

## Day 23

- **7:30 – 8:30 AM** – Breakfast at restaurant
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 11:30 PM** - UD Workshop: Making Recreation Accessible
  - Fuji-Hakone Izu National Park rangers will join to offer insight on how they make recreation at the park accessible for patrons of varying abilities
- **11:30 – 1:00 PM** – Lunch at restaurant
- **1:00 PM – 6:00 PM** - Mount Fuji hikes
  - Different hiking options will be offered from advanced to beginner. If a student does not want to or cannot go hiking, they will have the option of going to Kawaguchiko, the main lake to view Fuji, where there is an art museum, restaurant, and facilities, and touring the other lakes if time permits.
- **6:00 – 7:30 PM** – Dinner at restaurant
- **8:00 PM – 10:00 PM** - Fuji reflection & dialogue session: Making Recreation Accessible
- **10:30 PM** - Lights out

## Day 24

- **7:30 – 8:30 AM** – Breakfast at restaurant
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 – 11:00 AM** - Skype sessions with representatives from American and Japanese UD advocates
  - American: CAST (National Center on Universal Design for Learning)
  - Japanese: Ministry of Land, Infrastructure, and Transportation
- **11:00 – 6:00 PM** - Five Lakes of Mount Fuji tour
  - Picnic lunch and games at Motosuko lake
- **6:00 PM** - Return to hotel

- **6:00 PM – 7:30 PM** – Dinner at hotel
- **7:30 – 8:30 PM** - Finalize UD Action Projects and submit final proposals
- **8:30 – 10:30 PM** - Campfire!
- **10:30 PM** - Lights out

## Day 25

- **7:30 – 8:30 AM** – Breakfast at restaurant
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 12:00 PM** - UD Workshop: Accessible Art
  - The relationship between art and accessibility will be examined. How can making art accessible help or hinder creativity? How can it expand creativity?
- **12:00 PM – 2:00 PM** - Japanese woodblock painting session
  - Students will learn about Japanese woodblock painting (and see example paintings of Mt. Fuji) and make a painting themselves
- **2:00 PM – 3:30 PM** - Reflection and Dialogue: Accessible Art
- **3:30 – 10:30 PM** - Free time to prepare for UD Action Project presentations and individual journal reflection time
  - **6:00 – 7:00 PM** - Dinner at restaurant
  - Free time for individual reflection
- **10:30 PM** - Lights out

## Day 26

- **7:30 – 8:30 AM** – Breakfast at restaurant
- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 5:00 PM** - Free day to prepare for project presentations and award ceremony
  - If finished, students may rest, work on the reflection papers for their final portfolios, prepare for goodbye creative expression (open mic or gallery walk), or have free time.
  - Students will submit their votes for peer awards
  - Lunch independently or in groups
- **5:00 PM – 8:00 PM** - Project presentations and dinner award ceremony with program A/V slideshow
- **8:00 – 10:00 PM** - End of program hot spring party
- **10:30 PM** - Lights out

## Day 27

- **7:30 – 8:30 AM** – Breakfast at restaurant

- **8:45 – 9:00 AM** - Morning gathering/meditation
- **9:00 AM – 12:00 PM** - Final program wrap-up session: synthesis, dialogue, reflection
- **12:00 PM – 2:00 PM** - Group lunch at restaurant
  - Group photos
- **1:30 PM** - Return to hotel
- **1:30 PM – 5:30 PM** - Prepare for final goodbye creative expression
  - Students will have the opportunity to express their goodbye to their fellow participants and the program through the creative expression of their choice at an open mic and/or gallery walk. They may work individually or in groups.
- **5:30 – 7:30 PM** – Final dinner party at restaurant
  - Students and staff can give toasts
- **7:30 – 10:00 PM** - Final event: open mic and gallery walk
- **10:00 PM – 12:00 AM** – Dance/music party in hotel
- **12:00 AM** – Lights out

## Day 28

- **10:30 AM – 12:00 PM** – Brunch at hotel
- **12:00 – 12:15 PM** - Final morning gathering/meditation
- **12:30 PM** - J:UD&I students depart for Tokyo, SUAC students return to Hamamatsu
- **2:30 PM** – Arrive at Tokyo
  - Students whose flights depart on this day will go to the airport
  - Students whose flights depart the day after will stay at the hotel with movies, games, or small group trips around Tokyo to buy final souvenirs or take final photos



## Appendix G - List of Stakeholders

### **Promoters (high power and high interest)**

- CIEE
- Shizuoka University of Art and Culture (host institution)
- Diversity Abroad
- Landmark College and other universities geared towards students with disabilities and learning differences
- NAFSA disability services listserve

### **Defenders (low power and high interest)**

- Mobility International, U.S.A.
- Abroad With Disabilities
- CAST (National Center on Universal Design for Learning)
- Student applicants

### **Latents (high power and low/unknown interest)**

- U.S. universities

### **Apathetics (low power and low/unknown interest)**

- Other students (potential, not yet applied)

## Appendix H – Budget and Budget Notes

**Budget Key:** “Cost per Unit” refers to the cost per person (noted: p/p) or a total cost per day (noted: total). “Number of Units” refers to the amount of the “Cost Per Unit” is needed (for example, 8 nights of total hotel costs).

<b>DIRECT COSTS</b>	Item	Cost per Unit, (USD)	# of Units	Total Cost (USD)
<b>VARIABLE</b>	<b>ACCOMMODATIONS</b>			
(depending on # of participants)	Tokyo (including final night)	385 (total per night)	8	3080
	Shizuoka City	400 (total per night)	8	3200
	Hamamatsu	700 (total per night)	8	5600
	Mount Fuji	1488 (total per night)	8	11904
	Food costs	15 p/p	840	12600
	<b>TRANSPORTATION</b>			
	JR Pass	523 p/p	30	15690
	Subway passes	20 p/p	30	600
	Coach Bus	900 per day	7	6,300
	Airfare	800 p/p	25	20000
	<b>ACTIVITIES</b>			
	Kabuki Theater	15 p/p	30	450
	Edo Tokyo Museum	3 p/p	25	75
	Tokyo Tower	7 p/p	30	210
	Tour Guide at Mount Fuji	100 p/p	30	3000
	<i>Toshiba Science Museum</i>	0	30	0
	<i>Tea field tour</i>	18 p/p	30	540
	International Association of UD (IAUD)	0	0	0
	Hamamatsu Museum of Musical Instruments	5.7 p/p	30	171
	Japanese woodblock painting teacher	100 (total for session)	1	100
	<b>MATERIALS</b>			
<b>INDIRECT COSTS</b>	Notebooks for UD Journals	1 p/p	25	25
<b>VARIABLE</b>	Woodblock and paints for painting	15 p/p	25	375
(depending on # of participants)	ID tags	1 p/p	30	30
	Program T-shirts	12 p/p	30	360
	SIM Cards	8 p/p	28	224
	Flip phones	0	25	0
	<b>MARKETING</b>			
	Program Brochures (Printing Cost)	1 (per brochure)	300	300

	Mailing Costs for Program Brochures	1 (per brochure)	30	30
	Google Advertisements	5 (per ad)	360	1800
	Social Media Post Boosts	1 (per boost)	360	720
	<b>HEALTH</b>			
	Health insurance	100 p/p	28	2800
	First aid kit materials	50 (total)	1	50
	<b>CONTINGENCY</b>	300 p/p & staff	28	8400
<b>FIXED</b>	<b>STAFF COSTS</b> (if different from student cost)			
	<b>STAFF TRAINING</b>			
	Hotel for onsite facilitator training	300 (total per night)	3	900
	Food for onsite facilitator training	150 (total meals p/p)	9	1350
	Hotel for AWD training (senior staff)	300 (total per night)	2	600
	Flights for AWD training (senior staff)	800 p/p	3	2400
	<b>TRANSPORTATION IN JAPAN</b>			
	Program facilitator airfare	800 p/p	3	2400
	<b>STAFF ACTIVITIES ON PROGRAM</b>			
	Edo Tokyo Museum Admission	4 p/p	5	20
	<b>STAFF SALARIES</b>			
	Program Facilitators	2,000 p/p	3	6000
	Art instructor (1 day)	100 (total for session)	1	100
	Music/Dance entertainment (1 day)	200 (total for session)	1	200
	<b>TOTAL COST OF PROGRAM</b>			110,604
<b>Variable Income</b>	<b>Scholarships and Grants</b>	TBD	25	TBD
	<b>Participant Costs (not including scholarships and grants)</b>			4,424.16
	<b>Participant Costs (including scholarships)</b>			TBD

### Budget Notes

- 1) All program costs include staff, except when the staff cost is different from the student cost because of student discounts. There are 25 students and 5 staff members.
- 2) **Accommodations:** Rooms will consist of four students in one room. Cost per unit is the price of one room for the number of days the room is needed multiplied by the number of units (the number of total rooms needed for all students and staff).
- 3) **Food:** Average cost of \$15 per meal, three meals per day.
- 4) **Activities:** Kabuki theater price is for one act only. The full show cost is too expensive, so students will have the opportunity to see one act which lasts around an hour or an hour and a half.
- 5) **Materials:**
  - a. Flip phones will be provided by CIEE and do not need to be purchased.
  - b. SIM Cards for 25 students and 3 program facilitators. Staff based in Japan assumed to have working Japanese phones.
- 6) **Staff Costs:**
  - a. Onsite facilitator training will last three days in Tokyo before students arrive.
  - b. Edo Tokyo Museum cost for regular adult (non-student) admission.
  - c. In-house training in Coopersville, Michigan will be provided free of cost by AWD. Therefore, it is not listed in the budget; however, transportation, food, and accommodation costs are listed.
- 7) **Scholarships:** CIEE works in collaboration with Diversity Abroad to offer scholarships to students. The amount is to be determined (TBD) as it is not a fixed amount and changes per semester.
- 8) **Contingency Plan:** Approximated to be around \$300 per student and staff. This money will be used as a deposit for insurance purposes and will be returned to participants if not used.

## Appendix I – Emergency Documents

- (1) Student contact information
- (2) On-site resident director contact information, found in the pre-departure materials, MY CIEE account, or “Final Details” email sent out two to four weeks before departure
- (3) Home office of CIEE, including the 24-hour emergency number
- (4) Study abroad office at the home school;
- (5) Student’s doctors office;
- (6) Citizen Assistance section of the U.S. Embassy in Tokyo;
- (7) U.S. State Department Office of Overseas Citizen Services;
- (8) Insurance policy numbers and information about how to submit claims;
- (9) Student’s credit card numbers;
- (10) Student’s passport number
- (11) Duplicate lost passport kit containing: (a) two passport photos, (b) official copy of birth certificate, (c) photocopy of passport’s photo, (d) signature, and visa pages, and the “Dates, Details and Arrival Information” document found in the “Readings” section of the student’s MY CIEE account (CIEE, 2017).

## Appendix J – Evaluation Surveys

### Directly Post-Program Survey

- 1) What were your favorite moments/highlights of the program? Why?
- 2) What was your least favorite part of the program? Why? (Paragraph answer)
- 3) What was the most useful idea/concept/skill that you learned while on program?
- 4) What was the least useful idea/concept/skill that you learned while on the program? What would you have rather learned instead that might have been missing from the curriculum?
- 5) On a scale of 1-5 with 5 being the best and 1 being the worst, how well did the program meet its goals? Please explain in the comments section.
- 6) On a scale of 1-5 with 5 being the best and 1 being the worst, how well did the program meet your prior expectations? Please explain in the comments section.
- 7) On a scale of 1-5, how well did the program accommodate students of diverse learning styles and abilities? Please explain in the comments section.
- 8) On a scale of 1-5, how well did the program activities supplement the curriculum? Please explain in the comments section.
- 9) What was most engaging about the program activities and the curriculum? What was the least?
- 10) If you could make changes to the program, what would they have been?
- 11) How helpful/knowledgeable/friendly was the program staff?
- 12) On a scale of 1-5, how would you rate the organization in terms of logistics on the program? Please explain in the comments section.
- 13) How could the organization of the program be improved in the future?
- 14) Did you feel safe and comfortable on the program?
  - Yes
  - Sometimes
  - No
- 15) Please provide suggestions for improving health and safety on the program.
- 16) On a scale of 1-10, how would you rate your experience on the program overall? Please provide details in the comments section.

### 6 Months Post-Program Survey

- 1) Has the knowledge, awareness, and skill that you gained on the program changed your perspective on society (in terms of UD, leadership, teamwork, accessibility in general, etc.)? If so, please explain.
- 2) Has the knowledge, awareness, and skill that you gained on the program benefitted you in your major of study or social life at your university (in terms of UD, leadership, teamwork, accessibility in general, etc.)? If so, please explain.
- 3) Please describe the extent in which you have implemented your UD Action Project on your campus and/or in your community.
- 4) How likely are you to recommend the *Japan: Universal Design and Innovation* program to a friend?
  - Very Likely
  - Moderately Likely
  - Somewhat Likely
  - Not likely