

# For entrants in AY 2022

Appended Form 1

## Specifications for Major Program

Name of School (Program) [School of Education, Cluster 2 (Science, Technology and Society Education)  
Program in Secondary School Social Studies Education]

Program name (Japanese)	中等教育科学（社会・地理歴史・公民）プログラム
(English)	Program in Secondary School Social Studies Education
1. Academic Qualification to be Acquired Bachelor's Degree (Education)	
<p>2. Overview</p> <p>The Program in Secondary School Social Studies Education mainly aims to develop teachers of junior high school social studies, high school geography and history, and civics (generally referred to as secondary school social studies teachers).</p> <p>This program, positioned as one of the secondary school science programs, aims to foster practical educational abilities. It encourages students to systematically learn basic knowledge, abilities, and skills, and to develop suitable attitudes in relation to the areas of humanities and social science (geography, history, politics, economics, law, and philosophy), including how to deliver education and instruction based on them, which is required for secondary school social studies education. Eventually, they will go on to deliver social studies lessons, attract pupils' attention and interest, and organize new developmental content and methods of learning tailored to the pupils' stage of development and learning.</p> <p>This program firstly aims to foster secondary school social studies teachers; however, it pays careful attention to also fostering professionals with the applied and developmental knowledge, abilities, and skills to go on to graduate school and study social studies education, or to work as researchers or educational specialist personnel in businesses and local government-related organizations.</p>	
<p>3. Diploma Policy (Policy for Awarding Degrees &amp; Goal of the Program)</p> <p>The Program in Secondary School Social Studies Education develops professionals with a scientific imagination and practical skills, who have learned the basic knowledge, understanding, skills, and attitudes needed by professional secondary school social studies teachers working actively, with a cosmopolitan outlook, at the heart of domestic and international educational institutions. Therefore, this program awards a bachelor's degree (education) to students who, in addition to the standard number of credits required in the curriculum, have acquired the following knowledge, understanding, skills, and attitudes.</p> <ol style="list-style-type: none"> <li>1. Acquisition of a basic cognitive framework for "Education for Social Studies", and of the knowledge, understanding, skills, and attitude to study the purpose, contents, and methodology of curricula and instruction.</li> <li>2. Acquisition of a basic cognitive framework for the various fields of humanities and social sciences related to "Study of Instructional Materials in Social Studies" , and of the knowledge, understanding, skills, and attitudes needed for research.</li> <li>3. The ability to integrate the above (1) and (2), and to implement excellent social studies education.</li> </ol>	
<p>4. Curriculum Policy (Policy of Curriculum Organization and Implementation)</p> <p>The Secondary Education Science (Social Studies/Geography and History/Civics) Program organizes and implements a curriculum based on the following policies in order to realize the goal set forth above.</p> <p>The condition to acquire a degree is that students obtain 128 credits in the subjects offered by this program, consisting of 32 credits in liberal arts education, 16 credits in basic special subjects, 40 credits in special subjects, 32 credits in special selective and optional subjects, and 8 credits in the graduation thesis.</p> <p>In the 1<sup>st</sup> Year, the basic special subjects and special subjects start. Liberal arts education plays the role of a</p>	

foundation on which the special education is built; students acquire basic knowledge and understanding of cultural and social science, and also improve their foreign language skills.

The special education subjects related to social studies include the “Education for Social Studies” subjects, dealing with education in social studies, geography, history and civics, the “Study of Instructional Materials in Social Studies” subjects, dealing with instructional materials for geography, history, citizenship, and social science, and other optional subjects.

The respective subject areas are arranged systematically to progress by steps from the basic introduction, to the study of theory, and finally, to practical exercises. Students can gradually develop their level of knowledge, understanding, abilities, and skills in each field, so that they can learn the various abilities required for secondary school social studies teachers without difficulty.

The standard number of credits students need to take is 14 credits or more in the first year; a total of 28 credits in liberal arts education and a total of 28 credits in special education in the second year; and a total of 56 credits in special education in the third year.

The graduation thesis is the final goal for training a secondary school social studies teacher aimed at by this program. The procedure is as follows: Students attend an orientation seminar held in the third year, submitting their statement of intention to choose their supervisor for the graduation thesis by the designated date. From the third and fourth term of the third year, they focus on studying the subjects that include the content necessary for writing the thesis, and the ones containing the major research areas. In the fourth year, during the first and second terms, they get appropriate guidance at their graduation study seminars for each area, preparing and writing the paper on a full scale in the third and fourth terms. They submit the graduation thesis at the end of January and make an official presentation in front of the teachers, students and graduate students of the course in February.

In the curriculum described above, teaching and learning will be implemented by utilizing active learning, experiential learning and online classes, depending on the delivery methods of each program, such as lectures, practical skill courses and seminars.

In addition to strict grading using the standards clearly outlined in the syllabus, learning outcomes are evaluated based on the degree to which the goals set by this program are achieved.

#### 5. Starting Timing and Conditions

Students who have selected this program start studying it in the first year.

#### 6. Obtainable Qualifications

Students can acquire the licenses of Class 1 Junior High School Teacher (Social Studies), Class 1 High School Teacher (Geography and History/Civics) on the condition that the credits in professional teaching subjects are acquired, in accordance with the Education Personnel Certification Act.

Furthermore, licenses such as those of curator, and school librarian can be obtained by their additionally taking the relevant program and acquiring the specified credits.

#### 7. Subjects and Lesson Contents

\*Please refer to the subject list given in Attachment 1. (Attach the List)

\*For the content of the lessons, please refer to the syllabus published for each school year.

#### 8. Academic Results

At the end of each semester, the standard of evaluation will be explicitly stated for each evaluation item in order to show the level of achievement.

The academic result evaluation of each item will be converted into S=4, A=3, B=2, and C=1. These results are accumulated and classified as one of three levels: Excellent, Very Good, and Good, from the first semester of the first year to the present semester of the current year.

Result Evaluation	Conversion
S (90 points or more)	4
A (80 ~ 89 points)	3
B (70 ~ 79 points)	2
C (60 ~ 69 points)	1

Academic Results	Standard
Excellent	3.00 ~ 4.00
Very Good	2.00 ~ 2.99
Good	1.00 ~ 1.99

\*Attachment 2: Relationship between evaluation item and evaluation standard.

\*Attachment 3: Relationship between evaluation item and subject.

\*Attachment 4: Curriculum Map

#### 9. Study in Graduation Thesis (Purpose, Assignment, Timing, etc.)

##### <Purpose>

The graduation thesis is one of the final goals for training secondary school social studies teachers aimed at by this program. The program aims to encourage students to make use of the basic and advanced abilities, skills and attitudes required for secondary school social studies teachers, to use them in actual education and research fields, identifying their own level of attainment, then further enriching their pursuits while developing and improving them.

##### <Assignment Timing and Method>

The seminar orientation is normally held in May, in the first semester of the third year. Students submit their research topic and request for which seminar they wish to belong to by the designated date. Each student will be informed of who is his/her supervisor will be, which is finalized by the group of teachers in charge of the program by the end of the first semester of the third year. In fact, the study guidance in the seminar will start in the second semester of the third year.

##### <Procedure of the Study of the Graduation Thesis>

In the first semester of the fourth year, students formally choose one research field from among Education for Social Studies, Study of Instructional Materials in Geography, Study of Instructional Materials in Law, Study of Instructional Materials in Economics, and Study of Instructional Materials in Ethics in order to register a graduation study subject. Under the instruction of the supervisor, they continue studying the research topic they have chosen, registering the theme at the designated date in October of the fourth year, and submit the graduation paper at the end of January.

#### 10. System of Responsibility

##### (1) System of PDCA (Plan, Do, Check, Act)

This program is implemented mainly by the staff members belonging to the Social Studies Education Course, Graduate School of Education. The program head (head of the Social Studies Education Course) is responsible for its implementation. The group of teachers of this program will make a plan, implement that plan, evaluate it, and take action. In addition, the research and education evaluation group in the Graduate School of Education, School of Education will examine, evaluate, and improve the program from outside, evaluating the level of achievement and making recommendations for improvement.

##### (2) Evaluation of the Program

##### <Evaluation Perspectives of the Program>

This program contains the evaluation perspectives of educational and social benefits.

- 1) For the educational benefits, the results of students' learning through the implementation of the program will be measured, making a judgment of the attainment level of the goal.
- 2) For the social benefits, the social effectiveness of the learning results of the program will be measured, making a judgment of the attainment level of the goal.

##### <How evaluation is implemented>

Based on the two evaluation perspectives of the program above, this program, in principle, evaluates the results of the program itself in the academic year four years' time after the students have entered the program.

- 3) The educational benefits will be evaluated by the degree of achievement of the students who have taken part in this program (the achievement of the graduation requirements and the acquisition of qualification as secondary school social studies teachers) and the overall evaluation made by the group of teachers in charge of this program. Along with the degree of achievement of the students' credits, based on the overall judgment of the teachers, the level of achievement of each student, and of the students as a whole, is examined. A degree of achievement of 75% or more is the benchmark for the effectiveness of the program.
- 4) The social benefits are evaluated by the pass rate of school teachers' employment examination and how

they have grown as a social studies teachers after employment. The program periodically examines not only the pass rate in the employment examination, but also when and at what time graduates have become regular teachers and how they have been evaluated by the school and the Board of Education, in order to make a comprehensive evaluation of their growth as teachers.

<Feedback to the Students>

The results of the program evaluation are passed on to the group of teachers in charge as feedback to enable them to review and improve the contents. They will examine in detail the effectiveness of the student guidance and respective course subjects in order to reflect on future program management and improvement in the following years.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 2: Program in Social Studies Education

Type	Subject type	Required Credits	Class subjects, etc.	Credits	Type of course registration	Semester for the subject to be taken (Note 1)																
						1st year		2nd year		3rd year		4th year										
						1	2	3	4	5	6	7	8									
Subjects of Liberal Education	Peace Science Courses	2		2	Elective/required	○																
	Introduction to University Education	2	Introduction to University Education	2	Required	○																
	Introductory Seminar for First-Year Students	2	Introductory Seminar for First-Year Students	2	Required	○																
	Area Courses	Courses in Arts and Humanities/Social Sciences	4	(Note4)	1or2	Elective/required	○	○	○	○												
		Courses in Natural Sciences	4		1or2	Elective/required	○	○	○	○												
	Foreign Languages English ( Note2 )	Basic English Usage	(0)	Basic English Usage I	1	Free elective	○															
				Basic English Usage II	1				○													
		Communication I (Note3)	4	Communication I A	1	Elective / required	○															
				Communication I B	1		○															
		Communication II (Note3)	Communication II A	1			○															
			Communication II B	1				○														
		—	(0)	At least 2 subjects from the four subjects above																		
	Advanced English for Communication	1	Advanced English for Communication	1	Free elective	○	○															
	Non-English Foreign Languages	(0)			1	Free elective	○	○														
	Information and Data Science Courses	4	Introduction to Information and Data Sciences	2	Required	○																
			(Note5)	2	Elective/required	○	○															
	Health and Sports Courses	2			1or2	Elective/required	○	○														
	Social Cooperation Courses	(0)			1or2	Free elective	○	○														
	Foundation Courses	(0)			1~3	Free elective	○	○	○	○												
	Free elective subjects	8	( Note6 )		1~3	Elective/required	○	○	○	○												
Total	32																					

Note 1: ○marks the standard semester for the subjects the students will study. Students can study in the following semester if they cannot obtain the credits in this semester. The timetable for a subject may change year by year. Please check the timetable for Liberal Arts subjects issued every year.

Note 2: Field Research in an English-speaking country through the short-term overseas education, etc. or the study of Online English Seminar I / II / III through self-initiated learning can be included in the English credits required for graduation. In addition, there is a credit recognition system for foreign language proficiency tests and language training. Please refer to the sections on English and Liberal Arts Education in the Student Handbook and the "Handling of Credit Recognition for Foreign Language Proficiency Tests, etc."

Note 3 Due to the requirements of organizing the timetable, Communication I A and Communication I B are designated for the 1st semester, while Communication II A and Communication II B are designated for the 2nd semester.

Note 4 In order to acquire the license of education personnel, students need to take two credits in "Japanese Constitutional Law."

Note 5 Select from "Computer Programming", "Intelligence and Computer", "Fundamental Data Science", "Ground zero programming" or "Data science for education".

Note 6 This includes Area Courses, Foreign Languages, Information and Data Science Courses, Social Cooperation Courses, and Foundation Courses.

## Registration standards for Schools

### Cluster 2: Science, Technology and Society Education

#### ○ Program in Social Studies Education

Subject type, etc.			No. of credits required for graduation		
Liberal Arts Education	Peace Science Courses		2	32	
	Basic Courses in University Education	Introduction to University Education	2		
		Introductory Seminar for First-Year Students	2		
	Common Subjects	Area Courses	Courses in Arts and Humanities/Social Sciences		4
			Courses in Natural Sciences		4
		Foreign Languages	English		4
			Non-English Foreign Languages		(0)
		Information and Data Science Courses	4		
		Health and Sports Courses	2		
		Social Cooperation Courses	(0)		
	Foundation Courses		(0)		
Free Elective subjects		8			
Specialized Education	Special Basic Subjects		16	96	
	Special Subjects		40		
	Special Elective Subjects		32		
	Free Elective Subjects				
	Graduation Research		8		
合 計			128		

**Registration standards for Specialized Education Subjects  
Cluster 2 Program in Social Studies Education**

Class Subject				No. of credits required for graduation		School(s)
Specialized Basic Subjects Specialized Education Subjects	Education for Social Studies			6	56	Program in Social Studies Education, etc.
	Study of Instruction I Materials in Social Studies	I	Study of Instructional Materials in Geography	2		
		II	Study of Instructional Materials in History	4		
		III	Study of Instructional Materials in Citizenship	2		
		IV	Study of Instructional Materials in Social Science	2		
Elective subjects			40			
Special Elective subjects				32		School of Education etc.
Free Elective subjects						
Graduation Research				8		Program in Social Studies Education

< Matters to note when taking subjects >

For details on how to earn credits, please contact the office.

**Cluster 2 Program in Social Studies Education**

Subjects with a circle in the "No. of credits to obtain" column are required subjects.

The semester marked with ○ is the standard semester for taking the related subject

Type	Class Subject	Credits	Semester in which the subject is taken								Remarks			
			1	2	3	4	5	6	7	8				
Specialized Basic Subjects	Education for Social Studies	Education for Social Studies	②		○									
		Social Studies Education	2			○								
		Theory on Teaching Geography and History	2				○							
		Lecture on Civics Education	2				○							
	I	Basic Theory of Human Geography for Education I	2			○								
		Introduction to Geography II	2				○							
	II	History of Japan	2		○									
		World History	2			○								
	III	Ethics	2				○							
		General Introduction to Philosophy I	2			○								School of Letters
		General Introduction to Philosophy II	2				○							School of Letters

	IV	Introduction to Legal Studies	2		○								
		The Principles of politics	2				○						School of Law
		Basic Economics	2	○									
		Sociology 1	2				○						School of Law
		Sociology 2	2				○						School of Law
Specialized Subjects	Education for Social Studies	Curriculum Design of Geography & History Education	2					○					
		Curriculum Design of Civics Education	2					○					
		Teaching Method of Geography & History Education	2			○							
		Teaching Method of Civic Education	2			○							
	I	Physical Geography	2					○					
		Human Geography	2					○					
		Training in Physical Geography	1				○						
		Regional Geography of the World	2				○						
		Methods of Regional Research I	2						○				
		Methods of Regional Research II	2						○				
		Training in Human Geography	1					○					
		Ecological Geography of Japan	2				○						School of Integrated Arts and Sciences
		Ecological Geography of Europe	2			○							School of Integrated Arts and Sciences
		Lecture on Geographic Information System	2					○					School of Letters
		Exercise in Geographical Information System	1						○				School of Letters
	II	Study of Japanese Middle Age History A	2			○							School of Letters
		Study of Japanese Middle Age History B	2				○						School of Letters
		Study of Japanese Middle Age History C	2					○					School of Letters
		Study of Japanese Middle Age History D	2						○				School of Letters
		General Introduction to Japanese Archaeology	2			○							School of Letters
Study on Traditional Buildings of Shrines and Temples		2			○							School of Letters	



		Analysis of Letter Material A				○						School of Letters
		Analysis of Letter Material B					○					School of Letters
		Study of Political History in China A	2			○						School of Letters
		Study of Economic History in China A	2			○						School of Letters
		Study of Regional System in the Mediterranean	2			○						School of Letters
		A Study of Social History in the Mediterranean	2			○						School of Letters
		Analytical Study of the Documents of Socio-Economic History in Europe A	2			○						School of Letters
		Analytical Study of the Documents of Socio-Economic History in Europe B	2					○				School of Letters
		Study of Historical Documents of Political Culture in Europe A	2				○					School of Letters
		Study of Historical Documents of Political Culture in Europe B	2						○			School of Letters
		Study on the System of Maritime Asia A	2			○						School of Letters
		Study of Regional System in East Asia A	2			○						School of Letters
		Historical Study of Interactions among Different Cultures (Europe)	2			○						School of Letters
		Study of Socio-Economic History in Europe	2			○						School of Letters
		Study of the System of European Sea Area	2				○					School of Letters
	Ⅲ	Research on Modern Ethics	2			○						
		Research on Applied Ethics	2					○				
		Seminar of Ethics	2						○			
		General Introduction of Buddhism	2				○					School of Letters



