

# For entrants in AY 2022

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 5: Fundamentals for Education and Human Development] Program in Educational Studies]

Program name	(Japanese)	教育学プログラム
	(English)	Educational Studies
1. Academic Qualification to be Acquired: Bachelor's Degree (Educational Science)		
2. Overview		
<p>The Educational Studies Program provides systematic knowledge of education-related sciences with the aim of fostering professionals who have great insight in, and comprehensive judgment about, education.</p> <p>Education is a complex process entangled in various factors related to people and society. Therefore, this program encourages students to study and learn various theories, ideas, phenomena, and problems from the perspectives of philosophy, history, sociology, and international studies; and to perform theoretical and practical examinations of groups of practical problems that surround educational methodology, skills and curriculum, school management, educational administration and finance, early childhood education, and social and life-long education.</p> <p>After they complete the program, students are generally expected to go on to graduate school to undertake more advanced academic inquiries, or to work proactively in various fields as teachers, administrators (public service officers) and practitioners of international education-related development and cooperation, which will allow them to make use of their expertise in the educational sciences.</p>		
3. Diploma Policy (Policy for Awarding Degrees and Goals of the Program)		
<p>The Program in Educational Studies provides a systematic knowledge of education-related sciences with the aim of fostering professionals who have great insight and comprehensive judgment in relation to education. Therefore, this program awards a bachelor's degree in educational science to students who have obtained the standard number of credits set forth in the educational curriculum and acquired the following abilities:</p> <ol style="list-style-type: none"><li>(1) An understanding of the various concepts and theories in the education-related sciences, and the ability to synthesize them from the perspective of human development.</li><li>(2) A command of foreign languages, and the ability to make use of the various techniques of educational sciences such as data analysis, observation methods, and information processing.</li><li>(3) The ability to make both analytical and critical judgments in discussing practical educational agendas using information gathering abilities and research methods (critical thinking).</li><li>(4) The ability to continue developmental education-related research and to continue practice related to research and development, problem solving, policy planning and so on.</li></ol>		
4. Curriculum Policy (Policy for Organization and Implementation of the Curriculum)		
<p>The program in Educational Studies encourages students to study and learn various theories, ideas, phenomena, and problems from the perspectives of philosophy, history, sociology, and international studies, and to perform theoretical and practical examinations of groups of practical problems that surround educational methodology, skills and curriculum, school management, educational administration and finance, early childhood education, and social and life-long education. In this program, in order to realize the goal of the program, we prepare an implement a curriculum according to the following policy:</p> <p>1<sup>st</sup> Year: Students study liberal arts subjects in order to build up a foundation for their specialized education. They also study basic specialized subjects organized into eleven areas, from Philosophy of Education to Higher Education (Lec.), in order to acquire a fundamental knowledge of the education-related sciences.</p> <p>2<sup>nd</sup> Year: While continuing to study liberal arts and basic specialized subjects, students take Basic Seminar in Area Courses organized into ten areas, from Philosophy of Education to Early Childhood Education, in order to</p>		

acquire both the ability to collect education-related materials, information, and data, and the ability to analyze and make judgments in relation to practical educational challenges. They also study specialized subjects related to research methods in some lectures of the Basic Seminar in Area Courses, in order to acquire a command of foreign languages and the research methodologies of education which will serve as a foundation for research and study. Based on their study up to this point of Basic Seminar in Area Courses and Comprehensive Seminar in Educational Science A, students are required to select one area, in line with their own research interests, to prepare for their studies in the 3<sup>rd</sup> Year and beyond.

3<sup>rd</sup> Year: While continuing Basic Seminar in Area Courses and the specialized education related to research methods, students will belong to a research laboratory focusing on one area, where they will take seminars in the area they have selected. They are encouraged to decide on the topic of their graduation thesis, under the individual or small-group guidance given by their mentor, in order to make a presentation on the concept of their graduation thesis during Comprehensive Seminar in Educational Science B.

4<sup>th</sup> Year: Students conduct research in their selected area in order to prepare for their graduation thesis. In doing this, they foster not only the abilities in research and development, and in policy planning, required for educational professionals, but also the ability to learn independently and to keep developing their skills and knowledge throughout their lifetime.

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 learning in the 1<sup>st</sup> year.

#### 6. Obtainable Qualifications

Licenses such as those for curators and school librarians can be obtained by additionally taking the relevant program.

Students can acquire the licenses of Class 1 Junior High School Teacher (Social Studies) and Class 1 High School Teacher (Civics) on the condition that they take the credits in teaching profession-related subjects, in accordance with the Education Personnel Certification Act.

#### 7. Subjects and Lesson Contents

\*For subjects, please refer to the subject lists given in Attachment 1.

\*For lesson contents, please refer to the syllabus published every academic year.

#### 8. Academic Results

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

The academic result evaluation of each item will be converted as follows: S=4, A=3, B=2, and C=1. Based on the evaluation standard, calculated with the weighted value factored in, students learning results are classified as one of three levels - Excellent, Very Good, and Good - from the first semester of the 1<sup>st</sup> year to the present semester of the current year.

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

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

\* Refer to the relationship between the evaluation items and evaluation standard in Attachment 2.

\* Refer to the relationship between the evaluation items and subjects in Attachment 3.

\* Refer to the curriculum map in Attachment 4.

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

Abilities in research and development, and in policy planning, are being required of educational experts more than ever. The Program in Educational Studies places emphasis on the graduation study, requiring students to acquire eight credits to develop the aforementioned abilities.

Graduation research is mainly conducted through the following:

- 1) Seminars in the area courses and directed studies: These are the subjects in which students study monograph case studies that will lead to preparation of their graduation thesis. Tutoring is given individually or in a small group by each mentor.
- 2) Presentation: Students will be given the opportunity to make presentations to demonstrate their abilities in research and development, and in policy making, at the time of the announcement of their topic and at the time of their final examination.

#### <Assignment Timing and Method>

In the 4th semester, assignment guidance will be given through an introduction and tour of the research laboratories during Comprehensive Seminar in Educational Science A. Students will decide on their mentor (Laboratory) for the graduation thesis, and be assigned, during the 5th semester.

#### 10. System of Responsibility

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

This program is mainly implemented by staff members of the Program in Educational Studies, School of Education. The program head (head of the Program in Educational Studies) is responsible for its implementation. The group of teachers in charge of this program will make a plan, implement and evaluate it, and make improvements. The third-party evaluation will be made by the group in charge in the School of Education, in which they will evaluate the degree of attainment of the program and make recommendations.

##### (2) Evaluation of the program

\* Feedback on the different levels of the program will be provided in order to evaluate the program itself with a view

to improvement.

\* A follow-up survey of graduates will be conducted in order to evaluate how their knowledge and abilities, gained through the study of this program, are being put to practical use in their career.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 5: Program in Educational Studies

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	Peace Science Courses		2		2	Elective/required	○													
	Basic Courses in University Education	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	2	Basic English Usage I	1	Required	○												
					Basic English Usage II	1			○											
		Communication I ( Note3 )	4	Communication I ( Note3 )		Communication I A	1	Elective / required	○											
						Communication I B	1		○											
						Communication II A	1			○										
						Communication II B	1				○									
				At least 2 subjects from the four subjects above																
			—	(0)	Advanced English for Communication	1	Free elective	○	○											
		Non-English Foreign Languages	4			Foreign Languages: Basic Studies I (Note5)	1	Elective / required	○											
						Foreign Languages: Basic Studies II (Note5)	1		○											
	Foreign Languages: Basic Studies III (Note5)					1			○											
	Foreign Languages: Basic Studies IV (Note5)					1				○										
	(0)					Foreign Languages: Intensive Studies I	1	Free elective	○											
	(0)					Foreign Languages: Intensive Studies II	1	Free elective		○										
	(0)	Overseas Language Seminar	1	Free elective																
	Information and Data Science Courses	4			Introduction to Information and Data Sciences	2	Required	○												
(Note6)					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	16	(Note7)		1~3	Elective/required	○	○	○	○											
Total	46																			

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 one language from German, French, Spanish, Russian, Chinese, South Korean and Arabic

Note 6 Select from "Fundamental Data Science", "Ground zero programming" or "Data science for education".

Note 7 This includes Area Courses, Foreign Languages, Information and Data Science Courses, Social Cooperation Courses and Foundation Courses.

## Registration standards for Schools

### Cluster 5 : Fundamentals for Education and Human Development

#### o Program in Educational Studies (Educational Studies)

Subject type, etc.			No. of credits required for graduation			
Liberal Arts Education	Peace Science Courses		2		46	
	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	6		
			Non-English Foreign Languages	4		
		Information and Data Science Courses		4		
		Health and Sports Courses		2		
	Social Cooperation Courses		(0)			
Foundation Courses		(0)				
Elective subjects		16				
Specialized Education	Basic Specialized Subject		16		82	
	Specialized Subject	<Methodologies> <Basic Seminar in Area Courses>	16	20		46
		<Seminar in Area Agenda>	2			
		Comprehensive Seminar in Educational Science A	1			
		Comprehensive Seminar in Educational Science B	1			
	Specialized Elective subjects	Related Subjects	28			
		Others				
Graduation Research	Agenda Studies	2	8			
	Graduation Thesis	6				
Total			128			

### Registration standards for Specialized Education Subjects

<Matters to note when taking subjects>

1. Select and acquire 16 or more credits in the basic specialized courses, and 20 or more credits in specialized education. The number of credits in basic specialized courses and specialized education must be 46 in total.
2. Pay due attention to specialized education as follows:
  - ① Select and acquire a total 16 or more credits in Methodologies and Basic Seminar in Area Courses.
  - ② Select and acquire two credits in assignment area studies. It is recommended to select the same area you have chosen for your research in graduation study.





	Seminar in Sociology of Education I	1			○							
	Seminar in Sociology of Education II	1			○							
	Seminar of Educational Method I	1			○							
	Seminar of Educational Method II	1			○							
	Seminar on Adult and Continuing Education I	1				○						
	Seminar on Adult and Continuing Education II	1				○						
	Seminar of Educational Administration I	1				○						
	Seminar of Educational Administration II	1				○						

Type	Class Subject	Credits	Semester in which the subject is taken								Remarks	
			1	2	3	4	5	6	7	8		
Seminar in Area Agenda	Comparative and Education; Seminar I	1			○							
	Comparative and Education; Seminar II	1			○							
	Seminar on Educational Management I	1			○							
	Seminar on Educational Management II	1			○							
	Seminar on Early Childhood Education I	1				○						
	Seminar on Early Childhood Education II	1				○						
	Supervised Seminar in Philosophy of Education	1・1					○	○				
	Supervised Seminar in History of Japanese and Oriental Education	1・1					○	○				



		Supervised Seminar in History of Western Education	1・1					○	○			
		Supervised Seminar in Sociology of Education	1・1					○	○			
Specialized Education	Seminar in Area Agenda	Supervised Seminar in Educational Method	1・1					○	○			
		Supervised Seminar in Adult and Continuing Learning	1・1					○	○			
		Supervised Seminar in Educational Administration	1・1					○	○			
		Supervised Seminar in Comparative Education	1・1					○	○			
		Supervised Seminar in Educational Management	1・1					○	○			
		Supervised Seminar in Early Childhood Education and Care	1・1					○	○			
		Comprehensive Seminar in Educational Science A	①				○					
	Comprehensive Seminar in Educational Science B	①						○				
	Specialized Elective subjects	Related Subjects	History of Japan	2		○						
World History			2			○						Cluster 2
Basic Economics			2	○								Cluster 2
General Introduction to Philosophy I			2			○						School of Letters
General Introduction to Philosophy II			2				○					School of Letters
Ethics			2				○					Cluster 2
Others		Includes special subjects of this course and other courses, and special education subjects held in other schools  (including minor and special programs).										
Graduation Research		Directed Study in Philosophy of Education	1・1						○	○		

