

For entrants in AY 2025

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 4 (Life-long Activities Education)

Program in Music Education]]

| | |
|--|----------------------------|
| Program name (Japanese) | 音楽教育学プログラム |
| (English) | Program in Music Education |
| 1. Acquiring an Academic Diploma: Bachelor's Degree (Educational Science) | |
| 2. Overview | |
| <p>The Program in Music Education mainly aims to foster junior high and high school music teachers. It also pays due attention to fostering other kinds of professionals, such as life-long education instructors. As such, it encourages students to acquire a self-motivating leaning attitude, develop a theoretical and critical way of thinking, and form a foundation of academic learning in order to shape a life-long habit of self-improvement.</p> <p>The curriculum of this program is organized so that students can systematically acquire the basic knowledge, abilities, skills, and attitudes toward education that are required for music instruction in junior high and high schools by learning theories, acquiring skills, and engaging in teaching practice.</p> <p>In addition, it responds to the needs of students going on to the graduate school to work as researchers, educational and cultural professionals working for businesses and public organizations, and those who aim to contribute to society as instructors, etc. in the field of life-long education.</p> | |
| 3. Diploma Policy (Policy for awarding degrees and goal of the program) | |
| <p>The Program in Music Education mainly aims to foster professionals, such as the music instructors and researchers, who can contribute to society with a global outlook by using advanced knowledge and skills in education and music in junior high and high schools and other music-related institutions. Therefore, this program awards a bachelor's degree in educational science to the students who have obtained the standard number of credits set forth in the educational curriculum, and acquired the following abilities:</p> <p>(1) The practical abilities required for music teachers in junior high and high schools, and the ability to develop these abilities into research from a global perspective.</p> <p>(2) The technical knowledge and skills related to music, and the ability to work independently as a music practitioner and researcher.</p> <p>(3) Acquisition of basic knowledge of life-long learning and music culture in general, and the ability to respond creatively and in a realistic manner to the various issues surrounding society and music.</p> | |

4. Curriculum Policy (Policy for organization and implementation of the curriculum)

The Program in Music Education organizes and implements the educational curriculum based on the following policy in order for the students to attain the goals set for this program.

1st Year: Students learn the Solfege I, Fundamental Study in Singing, Fundamental Study in Piano, Fundamental Study in Composition, and so on, as the basic specialized education in order to obtain basic the knowledge and skills related to music. They are also encouraged to study liberal arts subjects and foreign languages to foster not only a musical education, but also a global, unbiased outlook and the ability and to raise awareness of, and contribute to, society and world peace. In addition, they study Introduction to Teaching Practice for Lower and Upper Secondary Schools in preparation for teaching practice.

2nd Year: Students continue to study liberal arts subjects, in order to broaden their perspective. They also study the teaching profession-related subjects, including Guidance on the Teaching Profession, Principles of Education, and Education and Society and Systems, and specialized subjects such as Methodology of Music Education 1, Composition, Singing, Piano, and the Wind, String, and Percussion Instruments, in order to learn about education and music technically in terms of both theory and practice. In addition, they observe teaching practice classes by taking Teaching Practice Focusing on Classroom Observation at Lower and Upper Secondary Schools, in order to develop the ability to analyze music classes from various perspectives.

3rd Year: Students continue to study teaching profession-related subjects and specialized subjects, including Seminar on Japanese Music. They also take the Practice in Teaching B, and Teaching Practice at Junior and Senior High School I, undertaking hands-on practice at Hiroshima University Schools to develop practical teaching skills in the field of education. In addition, by taking Concert Management, they make plan and manage a real regular concert in order to enhance their ability to find solutions to problems in cooperation with others.

4th Year: Students use their technical knowledge, skills, and abilities acquired so far in the program to complete a graduation thesis based on their original topic. They can also continue advanced technical research on instruments, singing, composition, and music education by studying specialized subjects.

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 must select and register for this program upon entering the School of Education.

6. Obtainable Qualifications

Students can acquire the licenses of Class 1 Junior High School Teacher (Music) and Class 1 High School Teacher (Music) on the condition that they take the credits of the teaching profession-related subjects, in accordance with the Education Personnel Certification Act. The licenses such as those for curators and school librarians can also be obtained by additionally taking the relevant program.

7. Subjects and Lesson Contents

*For subjects, please refer to the subject lists given in Attachment 1. (Attach the lists.)

*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 for 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 1st 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 the evaluation items and evaluation standard.

*Attachment 3: Relationship between the evaluation items and subjects.

*Attachment 4: curriculum map.

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

The graduation thesis is the ultimate goal, aimed at by this program, for training music teachers in junior and senior high schools and technical instructors for life-long education. It encourages students to make use of their abilities and skills acquired so far, and to use them in the fields of actual education and research, identifying their own attainment level for further development and advancement. The research and presentations are scheduled as follows:

- 1) Presentation on the research topic: 1st semester of the 3rd year
- 2) Midterm presentation: 1st semester of the 4th year
- 3) Final presentation: end of the 2nd semester of the 4th year

10. System of Responsibility

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

This system is mainly implemented by the staff members of the Program in Music Education, School of Education.

The program head (head of the Program in Music Education) is responsible for its implementation. All the teaching staff members will make a plan, implement and evaluate it, and make improvements at the decision meeting.

2) Evaluation of the Program

This program is evaluated from the two perspectives of educational and social benefits. The educational benefits will be evaluated not only by the level of attainment of the students who took this program (fulfillment of the graduation requirements and the requirements for students wishing to obtain music teacher's secondary school license), but also by the general evaluation by the group of teachers in charge. The third-party evaluation will be made by the group in charge in the School of Education, in which they will evaluate the attainment level of the program and make recommendations. The evaluation results will be reflected in the management of the program, not only by improving the content of the program, but also by discussing the effectiveness of the guidance given to the students and of the educational curriculum.

Table of Registration Standards for the subjects of Liberal Education

Cluster 4: Program in Music 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 | ○ | | | | | | | | | | | | | |
| | 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 | ○ | | | | | | | | | | | | | |
| | | Advanced Seminar | (0) | | 1 | Free elective | ○ | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | Common Subjects | 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 | | | ○ | | | | | | | | | | |
| | | | 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 | | 8 | (Note7) | 1~3 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | | | |
| Total | | 36 | | | | | | | | | | | | | | | | | | |

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: 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 IA and Communication IB are designated for the 1st semester, while Communication IIA and Communication IIB are designated for the 2nd semester.

Extra credits obtained by taking English-conducted classes in Area Courses and Social Cooperation Courses can be calculated on the column of "English"

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

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

Registration standards for Schools

Cluster 4: Life-long Activities Education

○ Program in Music Education

| Subject type, etc. | | | | No. of credits required for graduation | |
|------------------------|---------------------------------------|--|--|--|----|
| Liberal Arts Education | Peace Science Courses | | | 2 | 36 |
| | Basic Courses in University Education | Introduction to University Education | | 2 | |
| | | Introductory Seminar for First-Year Students | | 2 | |
| | | Advanced Seminar | | (0) | |
| | 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 | 4 | |
| | | Information Courses | | 4 | |
| | | Health and Sports Courses | | 2 | |
| | | Social Cooperation Courses | | (0) | |
| | | Foundation Courses | | | |
| | Free Elective subjects | | | 8 | |
| Specialized Education | Basic Specialized Subject | | | 30 | 92 |
| | Specialized Subject | | | 29 | |
| | Specialized Elective Subject | | | 27 | |
| | Free Elective subjects | | | | |
| | Graduation Research | | | 6 | |
| Total | | | | 128 | |

<Matters to note when taking subjects>

The number of credits in Free Elective subjects acquired in minor courses and specific programs will be up to 25 credits.

Cluster 4 Program in Music Education

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

[illegible]

| Type | Class Subject | Credits | Semester in which the subject is taken | | | | | | | | Remarks |
|---------------------|--|---------|--|---|---|---|---|---|---|---|---------|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Specialized Subject | Opera Ensemble I | 1 | | | o | | | | | | |
| | Opera Ensemble II | 1 | | | | o | | | | | |
| | Opera Ensemble III | 1 | | | | | o | | | | |
| | Opera Ensemble IV | 1 | | | | | | o | | | |
| | Opera Ensemble V | 1 | | | | | | | o | | |
| | Opera Ensemble VI | 1 | | | | | | | | o | |
| | Singing III | 1 | | | | | o | | | | |
| | Singing IV | 1 | | | | | | o | | | |
| | Singing V | 1 | | | | | | | o | | |
| | Singing VI | 1 | | | | | | | | o | |
| | Piano 1 | 1 | | | o | | | | | | |
| | Piano 4 | 1 | | | | o | | | | | |
| | Piano 2 | 1 | | | | | o | | | | |
| | Piano 3 | 1 | | | | | | o | | | |
| | Piano 5 | 1 | | | | | | | o | | |
| | Piano 6 | 1 | | | | | | | | o | |
| | Stringed Instrument 1 | 1 | | | o | | | | | | |
| | Stringed Instrument 2 | 1 | | | | o | | | | | |
| | Stringed Instrument 3 | 1 | | | | | o | | | | |
| | Stringed Instrument 4 | 1 | | | | | | o | | | |
| | Stringed Instrument 5 | 1 | | | | | | | o | | |
| | Stringed Instrument 6 | 1 | | | | | | | | o | |
| | Composition 1 | 1 | | | o | | | | | | |
| | Composition 2 | 1 | | | | o | | | | | |
| | Composition 3 | 1 | | | | | o | | | | |
| | Composition 4 | 1 | | | | | | o | | | |
| | Composition 5 | 1 | | | | | | | o | | |
| | Composition 6 | 1 | | | | | | | | o | |
| | Conducting | 1 | | | | o | | | | | |
| | Wind, String, and Percussion Instruments I | 1 | | | o | | | | | | |
| | Wind, String, and Percussion Instruments II | 1 | | | | o | | | | | |
| | Wind, String, and Percussion Instruments III | 1 | | | | | o | | | | |
| | Wind, String, and Percussion Instruments IV | 1 | | | | | | o | | | |

| | | | | | | | | | | | |
|--|--|-------------------------------------|---|---|---|---|---|---|---|---|--|
| | Wind, String, and Percussion Instruments V | 1 | | | | | | | ○ | | |
| | Wind, String, and Percussion Instruments VI | 1 | | | | | | | | ○ | |
| | Ensemble A(Orch.) II | 1 | | | | ○ | | | | | |
| | Ensemble A(Orch.) III | 1 | | | | | ○ | | | | |
| | Ensemble A(Orch.) IV | 1 | | | | | | ○ | | | |
| | Ensemble A(Orch.) V | 1 | | | | | | | ○ | | |
| | Ensemble A(Orch.) VI | 1 | | | | | | | | ○ | |
| | Ensemble B I | 1 | | | ○ | | | | | | |
| | Ensemble B II | 1 | | | | ○ | | | | | |
| | Ensemble B III | 1 | | | | | ○ | | | | |
| | Ensemble B IV | 1 | | | | | | ○ | | | |
| | Ensemble B V | 1 | | | | | | | ○ | | |
| | Ensemble B VI | 1 | | | | | | | | ○ | |
| | Specialized Elective Subject | Guidance on The Teaching Profession | 2 | | | ○ | | | | | |
| Principles of Education | | 2 | | | ○ | | | | | | |
| Developmental Psychology of Children and Adolescents | | 2 | | | | | ○ | | | | |
| Education and Society and Systems | | 2 | | | | ○ | | | | | |
| General Curriculum Theory | | 2 | | | | | ○ | | | | |
| Methodology on Moral Education | | 2 | | | | | ○ | | | | |
| Teaching Special Activities | | 2 | | | | ○ | | | | | |
| Educational Methods/ Teaching Skills and Information Literacy Education | | 2 | | | | | ○ | | | | |
| Psychology of Educational and Vocational Guidance | | 2 | | | | | ○ | | | | |
| Educational Counseling | | 2 | | | | | | ○ | | | |
| Methodology on Period for Integrated Studies | | 1 | | | | | | ○ | | | |
| Special Needs Education | | 1 | | | | | ○ | | | | |
| Introduction of Teaching Practice for Lower and Upper Secondary Schools | | 2 | ○ | | | | | | | | |
| Teaching Practice Focusing on Classroom Observation at Lower and Upper Secondary Schools | | 1 | | | | ○ | | | | | |
| Practice in Teaching B | | 1 | | | | | ○ | | | | |
| Teaching Practice at Junior and Senior High School I | | 4 | | | | | | ○ | | | |
| Teaching Practice at Junior and Senior High School II | | 2 | | | | | | | ○ | | |
| Practical Seminar for the Teaching Profession | | 2 | | | | | | | | ○ | |
| Introduction to Care Practice | 1 | | | ○ | | | | | | | |
| Free Elective Subject | Includes special subjects of this program and other programs, and special education subjects held in other schools (including minor and special programs). | | | | | | | | | | |
| Graduation Research | Graduation Thesis | ⑥ | | | | | | | | | |