

For entrants in AY 20 21

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 4
(Life-long Activities Education) Human Life Sciences Education Course]

Program name (Japanese)	Ç6ë#Õ q M*ñ É ß ø Û Ò
(English)	Human Life Sciences Education

1. Academic Qualification to be Acquired

This program allows students to gain a bachelor's degree in educational science, which requires them to gain 128 credits by selecting and studying the subjects provided by this program. The total credits consist of 40 credits in liberal arts education, 20 credits in basic specialized education, 30 credits in the specialized education, 32 credits in the specialized elective education, and 6 credits in graduation studies.

2. Overview

The Human Life Sciences Education Program aims to foster junior high and high school teachers (Home Economics) who can conduct education and research that integrates the theory and practice with technical knowledge and skills for the principles, contents, and methodologies of human life sciences and practical educational abilities. It also aims to foster professionals who work in human life sciences-related services in educational organizations and institutions. Therefore, this program encourages students to learn to appreciate the deep connections between the basic educational theories, the contents of home economics in junior high and high schools, and the areas of home economics education, in order to obtain the knowledge and skills necessary for working in secondary education.

After graduation, students can go on to graduate school (master's and doctoral courses) to seek for advanced professional knowledge while aiming to become researchers or professionals with highly technical knowledge.

3. Diploma Policy (Policy for awarding degrees and goal of the program)

The Human Life Sciences Education Program fosters professionals who have acquired technical qualifications and abilities in human life sciences education, and can contribute to society with a global perspective while integrating the theory and practice of human life sciences in school and life-long education. 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:

- (1) The ability to educate practically about how to live as independent citizens who can cope with the changing times and global society and the creation of family life and human living environments.
- (2) The ability to discuss the human (family-centered) life issues from the multiple perspectives of material, mental, physical and social environment, as well as the ability to develop the teaching materials, lessons and curricula as home economics teachers in junior high and high schools.

The liberal arts education is provided as the foundation of the specialized education in this program. It encourages students to study the basic and fundamental contents of the cultural, social, and natural sciences, to enhance their foreign languages abilities, and to acquire the comprehensive qualifications and abilities required for professionals engaged in human life sciences education to cope with the needs of today's society.

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

The Human Life Sciences Education Program organizes and implements a curriculum based on the following policy, in order to attain the goals set for the program.

This program consists of liberal arts education, basic specialized education, and specialized education. Finally, students can attain the goal of the program by completing the studies in graduation thesis.

1st Year: Students focus on studying liberal arts subjects as a preparation for the specialized education. They acquire the scientific perspectives and knowledge, and the comprehensive qualifications and abilities required for the study of human life sciences education.

2nd Year: Students focus on the basic specialized

on their studies in the 2nd year, they acquire the ability to live as ordinary, independent citizens, and the ability to practically teach the creation of family life and human living environments.

4th Year: Students select one research field from among the six fields – human life education, human development, housing, food science, and apparel science – and study to prepare a graduation thesis in line with their chosen topic. They acquire the ability to contribute to society, integrating the theories of human life sciences with their actual practice, supported by a global outlook in the fields of both school and life-long education.

The results of learning will be evaluated both by the academic assessment of the respective subjects and the degree of achievement of the targets established by this educational program.

5. Starting Timing and Condition

Students who have selected this program start learning in the 1st year.

6. Obtainable Qualifications

Students can acquire the First-class Junior High School Teacher's License (Home Economics) and First-class High School Teacher's License (Home Economics) on the condition that they have obtained the credits in teaching profession-related subjects in accordance with the Education Personnel Certification Act.

The licenses such as those for curators and school librarians can be obtained by additionally taking the relevant program and acquiring the specified credits.

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 achievement level in each subject will be evaluated. Based on the evaluation standard, calculated with the weighted value factored in, the academic result from the first semester of the 1st year up to the present semester of the current year will be classified as one of three levels, Excellent, Very Good and Good, for each item. The final achievement level of the program will be evaluated by the group of teachers in charge of the program.

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, etc.)

Students select one research field among the six fields – human life education, human development, housing, food science, and apparel science – and study to prepare their graduation thesis under the guidance of their mentor, in line with their selected topic. They submit their research topic on the designated date in October, and their graduation thesis at the end of January in the 4th year.

○ Assignment Timing and Method

During the 1st semester of the 3rd year students decide on their mentor for the graduation thesis and select a major research field. They will take seminar course and study the required lesson subjects and enhance their knowledge about their field from the 2nd semester of the 3rd year, and prepare the paper in the 4th year.

10. System of Responsibility

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

This program is mainly implemented by the staff members of the Human Life Sciences Program, School of Education. The program chief (head of the Human Life Sciences Program) is responsible for its implementation. The group of

teachers in charge will make a plan, implement and evaluate it, and take appropriate action. The third-party evaluation and improvement is made by the group of teachers in charge in the School of Education, where they evaluate the degree of attainment of our program and make recommendations.

(2) Evaluation of the Program

○ Perspectives for evaluation

This program is evaluated from the point of view of both educational and social benefits. The educational benefits are evaluated by the students' learning results from the time of the program's implementation, while the social benefits are evaluated by the effectiveness in society of the learning results of the program.

○ How the evaluation is implemented

In principle, the program evaluates the outcome of the program itself four years after the students' entering the university. Firstly, the educational benefits will be evaluated based on the degree of achievement of the students (the fulfillment of the graduation requirements and acquisition of the human life sciences-related qualifications for secondary school teachers (Home Economics)) and on the overall evaluation by the group of teachers in charge. Along with the fulfillment of the credits, we check if whether each student has reached the level of achievement of the program, and what proportion of students as a whole reached the level and whether the degree of attainment exceeds 75% based on the overall evaluation.

Secondly, the social benefits are considered and evaluated in two ways – 1) in relation to teachers and 2) in relation to researchers and professional workers.

1) Teachers: The pass rate of the students' employment examination for teachers, and their degree of growth after employment as the life sciences-related teachers (Home Economics) will be evaluated.

2) Researchers and professional workers: The employment rate in research and professional work in relation to human life sciences education in businesses and research organizations, and the status of activities after employment, will be evaluated. The activities after employment will be examined and evaluated every few years in, both quantitative and qualitative manners, in the form of a general assessment.

○ Feedback to the Students

The group of teachers in charge of the program review and improve the content of the program using the evaluation results for the program. In addition, they examine the effects of student guidance and the various course subjects in order to reflect on future program management and implementation in the following years.

Registration standards for Schools

Cluster 4: Life-long Activities Education

Ñ Program in Human Life Sciences Education

Subject type, etc.			No. of credits required for graduation		
Liberal Arts Education	Peace Science Courses		2	40	
	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		4
		Information and Data Science Courses	4		
		Health and Sports Courses	2		
		Social Cooperation Courses	(0)		
Foundation Courses		2			
Free Elective subjects		10			
Specialized Education	Basic Specialized Subject		20	88	
	Specialized Subject		30		
	Specialized Elective Subject		32		
	Graduation Research		6		
Total			128		

Registration standards for Specialized Education Subjects

Cluster 4 Program in Human Life Sciences Education

Subject type, etc.	No. of credits required for graduation	School(s)
Basic Specialized Subject	20	

Specialized Subject

Program in Human Life Sciences Education

Specialized Elective subjects	32	School of Education etc.
Graduation Research	6	Program in Human Life Sciences Education

<Matters to note when taking subjects>

The number of credits in Specialized Elective subjects acquired in minor courses and specific programs will be up to 32credits.

Cluster 4 Program in Human Life Sciences Education

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

The semester marked with O 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		
Basic Specialized Subject	Introduction to Lifelong Activities Education	②				○						Cross-Cluster subject
	Introduction to Human Life Sciences (Home Economics) Education	②		○								
	Home Economics Education	②		○								
	Introduction to Family Resource Management	②		○								
	Introduction to Human Lifelong Development	②		○								
	Introduction to Dwelling Life	②			○							
	Introduction to Dietary Life	②			○							
	Nutritional Sciences in dietary habits	②				○						
	Science of Food Preparation (Lec.)	②			○							
	Introduction to Clothing Life	②			○							
Specialized subjects	Human Life Education	Subject Matter Study of Home Economics Education	2			○						
		Theory of Home Economics Teaching	2			○						
		Methods and Evaluation of Home Economics Education	2				○					
		Seminar on Home Economics Teaching	2					○				
		Introduction Seminar on Home Economics Education	2						○			
		History of Human Life Sciences Education	2				○					
	Human Development	Human Development and Family Studies	2				○					
		Human Development and Early Childhood Care & Education	2					○				
		Introduction Seminar on Human Development	2						○			
		Family Nursing	2				○					

	Housing	Exercises in Housing Design	2			○								
		Environment of Dwelling Life	2				○							
		Planning of Dwelling Life	2					○						
		Introduction Seminar on Dwelling Life	2						○					
	Food Science	Food Science	2				○							
		Sciences of food materials	2					○						
		Fundamentals of Food Preparation Practicum	1			○								
		Application of Food Preparation Practicum	1				○							
		Food Culture	2					○						
		Experiment in Food Sciences	1					○						
		Introduction Seminar on Dietary Life	2						○					
	Information and Data Science	Environment of Clothing Life	2			○								
		Design of Clothing Life	2				○							
		Seminar on Clothing Life Sciences	2					○						
		Practical Seminar on Clothing Life	2						○					
		Introduction Seminar on Clothing Life	2							○				
	Elective Subjects	Home Machine and Home Electric Equipments	2						○					
		Data Processing	2			○								
		Research Methods in Social Survey	2						○					

