

For entrants in AY 2022

Appended Form

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 1 (School Education System)

Elementary School Teacher Education Course]

Program name (Japanese)	初等教育教員養成プログラム
(English)	Program in Elementary School Teacher Education
<p>1. Degree</p> <p>This program shall confer a bachelor's degree in pedagogy. The degree can be obtained by gaining 128 credits in the selective class subjects offered by this program. The breakdown of required credits is 31 credits from Liberal Arts Education, 64 credits from Basic Specialized Subjects (8 credits from teaching practice), 27 credits from Specialized Subjects, and 6 credits from Graduation Research (thesis).</p>	
<p>2. Outline</p> <p>In the Program in Elementary School Teacher Education, students are trained to become elementary School Teachers.</p> <p>This program aims to develop elementary School Teachers who can explore the objectives, content, methods, evaluation, and other matters related to education through curricula in addition to developing the quality and abilities required equally for elementary School Teachers, and who develop specialisms in educational guidance that will equip them to play a leading role in special activities, classroom instruction, and student guidance.</p> <p>Although this program is called the Program in Elementary School Teacher Education, students will be able to obtain a Type-1 Junior High School Teaching License (from each curriculum) and Kindergarten Teaching License by taking other programs in the School of Education. Depending on their efforts, students may be able to obtain a Type-1 High School Teaching License (from each curriculum).</p>	
<p>3. Diploma policies (degree conferment policy & program attainment goals)</p> <p>In the Program in Elementary School Teacher Education, students are expected to develop abilities that are required as the elementary school teachers. Therefore, this program awards a bachelor's degree in educational science to the students who have gained the required number of credits to meet the standards of the educational course, and have met the requirements for taking the Class 1 License for Elementary School Teachers as follows:</p> <ol style="list-style-type: none">(1) To have acquired basic knowledge of humanities, social sciences, and natural sciences as well as pedagogy and psychology, to have improved foreign language skills, and to have obtained general abilities to meet the demands of modern society and education.(2) To have acquired specialized knowledge and skills related to primary education subjects and teaching positions.(3) To be able to practice comprehensively with the attitude and the ability to think, judge and express oneself as an elementary school teacher.(4) To be able to form awareness on issues related to elementary education, and to conduct educational research in a proactive and collaborative manner in order to overcome those issues from a variety of perspectives.	

4. Curriculum policies (policies for organizing & providing curricula)

On the Elementary School Teacher Education Course, curricula shall be organized and provided under the policies listed below to enable students to attain the goals of this program.

In the first year, the students are to take the subjects of liberal arts and foreign languages and peace to establish the foundation for specialized education, to expand a broad perspective and to develop abilities to contribute to the education field for fostering a person who seek peace. Students will also take basic subjects such as “Math”, “Introduction to Teaching Profession”, and “Introduction to Elementary School Teaching Practice,” to acquire basic knowledge and skills on elementary education teachers.

In the second year, the students are to continue to take liberal arts education subjects to establish the foundation for specialized education, and to take "Primary Japanese Language", "Teaching Methods for Primary Science ", "Ideas and Principles of Education", " Education and Society & Systems". By taking these courses, students are expected to acquire the basic knowledge on elementary education teachers and to deepen their understanding of the fields.

In the third year, students are mainly to take specialized subjects such as “Theory of Educational Methods and Techniques” and the teaching methods of each subject to acquire specialized and practical knowledge and skills. In addition, in “Teaching Practice Instruction A” and “Teaching Practice at Primary School I”, practical training is conducted at an elementary school. The students are expected to gain practical knowledge, to improve their attitude, skills, and abilities to think, judge and express by themselves concerning teaching profession in general.

In the fourth year, the students are to become assure of the qualifications and issues as a teacher by conducting “Practical Seminar for the Teaching Profession” based on the classes in the first three years and to deepen them as necessary. In addition, the students are expected to utilize the specialized knowledge, skills acquired through the program and to improve their abilities of finding and solving the relevant issues by working on an individual theme independently and collaboratively in “Graduation Research” .

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. Start of the program / Admission conditions

This program shall start (be selected) from the first year.

6. Qualification(s)

Students will be able to obtain a Type-1 Elementary School Teaching License when they graduate. They can also obtain a Type-1 Junior High School Teaching License (for each curriculum), Kindergarten Teaching License, and qualify as a School Teacher Librarian by taking other programs in the School of Education. Depending on their efforts, students may be able to obtain a Type-1 High School Teaching License (for each curriculum).

7. Class subjects and class content

* See the Table of Registration Standards on Attached Sheet 1 for your class subjects.

* See the syllabus announced in each fiscal year for the class content.

8. Academic achievements

(1) Mechanism for checking attainment level (mechanism for checking the attainment level in subject groups, GPA (Grade Point Average) and comprehensive examinations at the end of the academic year, etc.)

Individual grades

- 1) Grades for each class subject shall be awarded as “Excellent,” “Superior,” “Good,” “Fair,” or “Fail.”
- 2) Grades for class subjects shall be totaled to calculate the GPA using the prescribed calculation method.

- 3) Basic grade level for each student must be confirmed by calculating the GPA for each academic year.
- 4) Each student's achievement standard shall be indicated after determining the attainment level for each evaluation item in each academic year. For large classes, however, there may be cases where the attainment level for each evaluation item will not be checked.

Grade evaluation

- 1) Where a student has not obtained the required number of credits in the prescribed class subjects at the end of the first semester of the third year, the student will not be allowed to attend teaching practice at elementary schools in the second semester of the third year (September to the first half of October).
- 2) Students who are not entitled to attend teaching practice at elementary schools will be able to attend the following year, as long as they obtain the required number of credits in the prescribed class subjects.
- 3) In the fourth year, each student's overall grade evaluation for this program will be presented based on the grade for their Graduation Research in addition to their grades so far, the number of credits required for graduation, and the attainment level for each evaluation item.

(2) The meaning of grades (how far you have moved towards the attainment goal, etc.)

At the end of each semester, evaluation criteria will be shown with a clear indication of attainment standards according to the evaluation items for academic achievements.

Students' academic achievements from admission to the current semester will be indicated as one of three levels: "Excellent," "Very Good," and "Good," based on evaluation criteria calculated by adding the weighted values to numerically converted evaluations of their academic achievements (S = 4, A = 3, B = 2, and C = 1) in each subject being evaluated.

Evaluation of academic achievement	Converted values
S (Excellent: 90 points or higher)	4
A (Superior: 80 points - 89 points)	3
B (Good: 70 points - 79 points)	2
C (Fair: 60 points - 69 points)	1

Academic achievement	Evaluation criteria
Excellent	3.00 - 4.00
Very Good	2.00 - 2.99
Good	1.00 - 1.99

- * See the relationships between the evaluation items and evaluation criteria on Attached Sheet 2.
- * See the relationships between the evaluation items and class subjects on Attached Sheet 3.
- * See the Curriculum Map on Attached Sheet 4.
- * See the Educational & Learning Methods of the Program on Attached Sheet 6.

(3) Learning support system

Support by teachers

- 1) Tutor System: Students shall receive guidance from their tutors for the year from the first year to the second year.
- 2) Graduation Research: Students will receive guidance from their academic advisors for Graduation Research (scheduled) from the third year to the fourth year.
- 3) Faculty Council on Programs: This Council is mainly comprised of teachers for the Learning Development Course and the Elementary Curriculum Development Course, and creates a Learning Support System for students.
- 4) Course Support Office: The Learning Development Course and the Elementary Curriculum Development Course shall be responsible for educational support in this program. (Contact persons are administrative assistants for the Learning Development Course (Classroom 723, 7F of Building C, of the School of Education) and administrative assistants for the Elementary Curriculum Development Course (Classroom 210, 2F of Building L, at the School of Education).)

9. Graduation thesis (graduation research) (placement and method & time of assignment)

Guidance for Graduation Research will be provided by around the end of the first semester in the second year. By the end of the second semester in the second year, students shall select their academic advisors for Graduation Research (classification according to seminars), decide which Department they want to belong to, either the Department of Elementary Curriculum or the Department of Learning Development Practice, and select one of the Graduation Research themes provided by course from other Department in Cluster 1 Clusters 2-5.

In the first and second semesters of the third year, students who decide to join the Department of Elementary Curriculum must take “Elementary Curriculum Research Method I” & “Elementary Curriculum Research Method II” and students who join the Department of Learning Development Practice must take “Learning Development Research Method I” & “Learning Development Research Method II,” which are seminars counting toward Graduation Research, and receive guidance from their academic advisors for Graduation Research. Based on their advice, students will work seriously on their Graduation Research in the fourth year.

10. Responsibility system

(1) PDCA responsibility system (persons in charge of “Plan,” “Do,” “Check,” and “Act”)

This program is mainly implemented by staff members of the Elementary School Teacher Education Course, School of Education. The head of the program (chief of the Elementary School Teacher Education Course) is responsible for its implementation. The Faculty Council for this Program shall plan, implement, review the evaluation of and carry out any required measures for this Program. Sub-Committees in charge from the School of Education shall review the evaluation of this Program from outside the Program, assess the attainment level of this Program, and make recommendations.

(2) Program assessment

Criteria for program assessment

The educational and social effects of this program will be assessed. For the educational effect, the Program's effect on students' learning will be judged. For the social effect, social availability as a result of studying on the Program will be judged.

Implementing the assessment

The achievements of this program itself will be assessed based on these criteria in principle in the fourth year after admission to this university. The educational effect (primary effect) shall be assessed based on the attainment rate (meeting the graduation requirements and eligibility for a Type-1 Elementary School Teaching License) of students who have studied on this program, and a comprehensive assessment by the teacher group who implemented this Program. Whether the achievement level of this Program is at least 75% will be examined by checking whether each student reaches the attainment standards of the Program and the attainment rate for all students. This will be based on a comprehensive assessment by teachers in addition to the percentage of students obtaining the required number of credits,

The social effect (secondary effect) shall be assessed as the percentage of students on the Program who hope to find employment, as well as the percentage of students who are employed as teaching professionals after graduation. The achievement rate of this Program shall be assessed by checking every few years when and how long after graduation students who studied on this Program were employed as regular teachers.

Feedback for students

The Committee in Charge of Programs will use the assessment results of this Program to review the effects of student guidance in each subject, and will review and make improvements to the content of the Program, using the review results to improve the operation and implementation of the Program for lower-year students.

Table of Registration Standards for Liberal Arts Subjects

Cluster 1: Program in Elementary Schoolteacher Education

Type	Subject type	Required Credits	Class subjects, etc.	Credits	Type of course reg
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Arabic.

Russian, Chinese, South Korean and

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

Attached Table 2 (related to paragraph 3, Article 7)

Registration standards for Schools

Cluster 1 (School Education System)

Elementary School Teacher Education Course (Program in Elementary School Teacher Education)

Subject type, etc.	No. of credits required for graduation
Peace Science Courses	2

Basic
Courses in

Liberal Arts Education

Registration standards for Specialized Education Subjects

Elementary School Teacher Education Course Program in Elementary School Teacher Education

Class Subject		No. of credits required for graduation	School(s)
Specialized Subjects for Teaching Profession	Introduction to Career in Teaching	2	52 Elementary School Teacher Education Course
	Principles and Thoughts of Education	2	
	General Curriculum Theory	2	
	Education and Society and Systems	2	
	Methodology on Special Activities	2	
	Educational Methods/ Teaching Skills and Information Literacy Education	2	
	Methodology on Moral Education	2	
	Psychology of Childhood and Adolescence	2	
	Psychology of Education and Vocational Guidance	2	
	Educational Counseling	2	
	Methodology on Period for Integrated Studies	1	
	Special Needs Education	1	
	Teaching Method of Japanese Language for the Elementary School	2	
	Teaching Method of Social Studies for the Elementary School	2	
	Teaching Method of Arithmetic for the Elementary School	2	
	Teaching Method of Science for the Elementary School	2	
	Teaching Method of Living Environment Studies for the Elementary School	2	
	Teaching Method of Music for the Elementary School	2	
	Teaching Method of Art and Handicraft for the Elementary School	2	
	Teaching Method of Physical Education for the Elementary School	2	
	Teaching Method of Home Economics Education for the Elementary School	2	
Teaching Method of English for the Elementary School	2		
Practical Study at the Elementary School	8		
Practical Seminar for the Teaching Profession	2		
Specialized Subjects for Teacher Training Curriculum	National Language in Elementary School	2	

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Elementary School Teacher Education Course

	Lecture on Learning-materials of Physical Education	2							○			
	Lecture on Learning-materials of Home Economics	2			○							
	Curriculum and Teaching	2							○			
	Curriculum and Research	2							○	○		

Graduation Research

Type	Class Subject	No. of credits required for graduation	Semester in which the subject is taken								Remarks	
			1	2	3	4	5	6	7	8		
Graduation Research	Methodology of Learning Science Study I							○				Department of Learning Development Practice
	Methodology of Learning Science Study II								○			
	Research methods in Elementary School Curriculum I						○					Department of Elementary Curriculum
	Research Methods in Elementary School Curriculum II								○			
	Graduation Thesis											Common for both Departments