



Appended Form 1

Specifications for Major Program
Name of School (Program) [School of Education, Cluster 1 (School Education System)
Program in Special Needs School Teacher Education]

Program name	(Japanese)	
	(English)	Program in Special Needs School Teacher Education

1 Academic Diploma to be Acquired:
 This program will award students a bachelor’s degree in educational science. The students in this program are required to obtain a total of 132 credits in total from all subjects (29 credits in Liberal Arts Education, 59 credits in specialized basic subjects [Primary Education], 38 credits in specialized subjects [Special Needs Education], and 6 credits in graduation studies).

2 Overview
 The program in Special Needs School Teacher Education encourages students to study and master a broad range of educational fields in Special Needs Education in a new era so that they will be involved in special needs education with awareness and motivation, mainly at special needs schools in the future.
 The specialized subjects consist of two groups: the first group being made up of five educational fields, i.e., visual impairments, hearing impairments, intellectual disabilities, physical disabilities, and health impairments; and the other group containing subjects including speech-language disorders, multiple disabilities, and learning disabilities, what we call the subjects in Column 3. The students in this course are not only required to take the subjects in five educational fields and in Column 3 but are also encouraged to deepen their learnings proactively by taking the subjects that are specifically prepared for students in the specialized courses where they belong to.
 This program aims to encourage the students to master a wide range of knowledge and skills in Special Needs Education, including the principles, history, educational systems, psychology, physiopathology, and teaching methodologies. In all three courses, the students are encouraged to study proactively in order to master the knowledge and skills necessary to be teachers at special needs schools.
 After graduation from this bachelor’s program, students can proceed to the graduate school to strengthen their expertise and take all five fields of the Specialized Teaching Licenses for Special Needs School Teachers based on the Class 1 License for Special Needs School Teachers obtained through this program. The program also requires the students to take the Class 1 License for Elementary School Teachers and the Class 1 License for Special Needs School Teachers as the requirements for graduation (five educational fields).

Note: Specialized Courses

Each license for the Special Needs School Education requires different particular expertise. Although the students will study all five educational fields, they will choose one of the following courses: Course 1 (education for students with visual impairments), Course 2 (education for students with hearing impairments), or Course 3 (education for students with intellectual, physical disabilities, and/or health impairments) to reinforce their learning. In the freshman year, the students will tentatively belong to one of the specialized courses on an introductory basis. Upon completing the freshman year, they will finally decide the course where they wish to belong to, based on their own interests.

3 Diploma Policy (Policy of Awarding Degrees & Goal of the Program)
 The Special Needs School Teacher Education Program not only helps students to master the basic knowledge, skills, and practice required to become teachers at special needs schools, but also foster experts who are able to demonstrate logical thinking, creativity, and the capacity to act in the required manner for

teaching students with disabilities. 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, have met the requirements for taking the Class 1 License for Special Needs School Teachers (five educational fields) and the basic Teacher's License (Class 1), and have obtained the following abilities:

(1) Mastery of the basics, including the principles, history, and systems of special needs education, and the knowledge and capacity to work as excellent and proactive teachers.

(2) Mastery of a wide range of knowledge and skills, including psychology, physiology, pathology, and methodology related to students with disabilities, and the ability to make the best use of capabilities as expert teachers working at special needs schools, etc.

(3) Mastery of the higher level of knowledge and skills in one of the specialized courses, and the acquisition of a core of specialized knowledge, with the ability to make the best use of the knowledge as a special needs school teacher, etc.

(4) Mastery of the basic knowledge of cultural, social, and natural sciences gained through Liberal Arts education, as well as proficiency in foreign languages, in order to meet the expectations of modern society and education.

4. Curriculum Policy (Policy for Preparing and Implementing the Curriculum)

The Special Needs School Teacher Education Program has been designed to achieve its goals through the study of (1) Liberal Arts, (2) specialized basic subjects, (3) specialized subjects, and (4) graduation studies. This design is based on the following policy:

(1) Liberal Arts education develops overall credentials and the ability to meet the needs of modern society and education through the study of common subjects, including the basic subjects in university education such as the Introductory Seminar for freshmen and other common subjects such as foreign languages and Information and Data Science Courses.

(2) The specialized basic subjects include the Introduction of Career in Teaching, Practical Seminar for the Teaching Profession, Psychology of Childhood and Adolescence, and Teaching Methodology of National Language in Elementary School, which aim to strengthen the understanding of the school system, and psychology and development of children, required for acquiring the practical abilities and skills needed to become teachers.

(3) The specialized subjects consist of the following educational course:

1) Freshmen: Subjects related to psychology and the fundamentals of different disabilities, such as Introduction of Special Needs Education, in order to obtain the basic knowledge and understanding required as special needs school teachers.

2) Sophomores: Students take one of the three specialized courses - Course 1 (education for students with visual impairments), Course 2 (education for students with hearing impairments), or Course 3 (education for students with intellectual, physical disabilities, and/or health impairments) – focusing on teaching methods for certain disabilities in order to develop practical abilities and skills. At the same time, in order to understand the educational challenges from different perspectives in their educational fields, they also need to take the subjects in Column 3 such as the Introduction of Education for Children with Learning Disabilities and/or Other Similar Disorders, so that they can gain the necessary knowledge and understanding, methodology, and views of a variety of disabilities in technical and comprehensive ways.

3) Juniors and Seniors: Successive study of the specialized course subjects regarding the respective methodology they are specializing in, as well as the study of Teaching Practice in Special Needs Schools (Juniors) and Seminar and Short-term Practice for Students in Special Needs Class (Seniors) in order to develop their practical abilities and skills needed to become special needs school teachers.

4) Students take not only the subjects specified in the Education Personnel Certification Act but also Expanded Subjects for further learning in their specialized fields.

(4) For graduation studies, based on the study of subjects listed in (1) to (3) above, and through the study of the special needs education from Junior to Senior years, students develop their intellectual capacities and skills, including research planning, literature-based research, and research presentations.

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. Program Timing and Acceptance Conditions

Students need to obtain the Class 1 Licenses for both Special Needs School Teachers and Elementary School Teachers

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

Purpose

Through investigation, experiment, and practice, students will master how to conduct research, organize materials, and write theses.

Overview

As a matter of principle, the students select their own research topics based on their specialized fields by the end of the Junior Year. Then, they proceed with their research under the guidance of their academic advisors. The students are required to submit their theses, containing the results of their study, by the end of January in the second semester of the Senior Year. The credits will be awarded based on the evaluation of their final presentation on the examination of their theses held early in February.

Assignment Timing and Method

During the classes "Methods of Research on Special Needs Education I" in the first semester and "Methods of Research on Special Needs Education II" in the second semester of the Junior Year, the students will prepare their graduation theses while receiving the guidance and advice from the academic advisors whom they have chosen.

10. System of Responsibility

(1) The System of PDCA (Plan, Do, Check and Action)

This program is mainly implemented by the faculty members in the Special Needs Education Department: The program head (the chairperson in the Special Needs Education Department) is responsible for its implementation. The group of faculty members of this program will make a plan, implement it, evaluate it, and take another action to make it better. The sub-committee-in-charge in the School of Education will implement PDCA as a third-party by evaluating the success of the program and making recommendations.

(2) Evaluation of the Program

○ Evaluation Perspectives of the Program

This program encompasses the evaluation from the perspectives of both educational and social benefits. In terms of educational benefits, the achievement levels of the students will be assessed after the implementation of the program; while as for social benefits, social effectiveness of the learning efficacies of this program will be identified.

○ Method of Evaluation

The benefits of this program will be evaluated in four years after freshmen enrolled in this program based on the perspectives mentioned above.

The educational benefits will be evaluated by (1) the level of achievement of the students in this program and (2) the overall evaluation of the group of faculty members in charge of this program. In terms of the overall evaluation, the educational success of the program will be assessed based on whether or not the achievement rate of Very Good and Excellent students exceeds 75%. This will be completed after target achievement by these two groups of students, as well as the overall rate of achievement, have been assessed.

The social benefit perspectives include (1) the successful applicants' rates of school teacher employment examinations, and (2) the employment rate and rate of advancement to other related fields (employment at schools and facilities for people with disabilities, and advancement to graduate schools in education or social welfares, etc.)

○ Feedback to the Students

The group of faculty members in charge of this program examine the results of a variety of evaluations and improve the contents of the courses. At the same time, the results of the evaluations will be reflected in the guidance for the students, reviews of the titles and contents of the subjects, and the management and implementation of the program in the following years.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 1: Program in Special Needs School Teacher 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					
	Peace Science Courses	2		2	Elective/required													

Basic Courses in University Education

Introduction to University Education	2	Introduction to University Education	2	Required
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		Courses in Natural Sciences	4		1or2	Elective/required												
		Basic English Usage	(0)	Basic English Usage I	1	Elective												
				Basic English Usage II	1													

Subjects of Liberal Education

Foreign Languages English Note2

At least 2 subjects from

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 the standard 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 or Advanced English for Communication 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 Select from "Fundamental Data Science" or "Data science for education".

Note 5 This includes Area Courses, Foreign Languages, Information and Data Science Courses, Health Sports, Social Cooperation Courses, and Foundation Courses.

**Registration standards for Schools
Cluster 1 (School Education System)**

Program in Special Needs School Teacher Education

Subject type, etc.			No. of credits required for graduation		
Liberal Arts Education	Peace Science Courses		2	29	
	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			
	Foundation Courses				(0)
Free elective subjects			5		
Specialized Education	Basic Specialized Subject	Specialized Subjects for Teaching Profession	49	103	
		Specialized Subjects for Teacher Training Curriculum	10		
	Specialized Subject	Specialized subjects related to special needs education	38		
	Graduation Research		6		
Total			132		

Registration standards for Specialized Education Subjects

Cluster 1 Program in Special Needs School Teacher Education

Class Subject		No. of credits required for graduation	School(s)
Specialized Subjects for Teaching Profession	Introduction to Career in Teaching	2	Program in Elementary School Teacher Education
	Principles and Thoughts of Education	2	
	General Curriculum Theory	2	
	Education, Society and Educational System	2	
	Methodology on Special Activities	2	
	Educational Methods/ Teaching Skills and Information Literacy Education	2	
	Methodology on Moral Education	2	
	Developmental Psychology of Children and Adolescents	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	
		49	

Teaching Method of Social Studies for the Elementary School	2		
Teaching Method of Arithmetic for the Elementary School	2		

