

Specifications for Major Program

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

Program name (Japanese)	造形芸術教育プログラム
(English)	Art Education Program

1. Degree to be obtained:

Students can obtain a bachelor of education degree in this program. To obtain the degree, it is required to earn 128 credits for class subjects (including elective subjects) provided for this program. The 128 credits consist of 40 credits for liberal arts subjects, 20 credits for specialized fundamental subjects, 32 credits for specialized subjects, 30 credits for elective specialized subjects, and 6 credits for graduation research (including 4 credits for graduation thesis).

2. Overview

The Art Education Program educates students to become specialized instructors in art in life-long education, and teachers of art in junior and senior high schools.

This program aims to educate students to systematically acquire the basic and fundamental knowledge, abilities, skills, and attitudes related to art education, painting, sculpture, design, artistic craft, and science of art required for art education in a life-long education organization and junior and senior high school. It also aims to develop people who can perform activities, using their own creativity, while practically providing classes that match the developmental stage, educational level, and interest of students or working adults, promoting motivation for study, and organizing and providing opportunities for advanced study.

This program provides sufficient education for people who intend to advance to a graduate school in a

of the students, and the capability to provide education in a practical manner.

The liberal arts education for this program is provided to enable students not only to develop the basis for their specialized education, but also to acquire and enhance a broad perspective. Considering that the art of today requires a consciousness, based on synthetic science, that covers areas beyond the borders between the social and human sciences, and between natural science and engineering, students are educated to acquire and understand basic and fundamental knowledge related not only to human and social science, but also to various other sciences. In addition, students improve their foreign language skills to acquire the ability to actively collect and provide information, and to be engaged in communication.

#### 4. Curriculum policy (policy for arranging and implementing the curriculum)

To enable students to achieve the targets that are defined for the program, the educational courses of the Art Education Program are organized and implemented according to the following policies:

In the first academic year, students take liberal arts subjects and foreign language subjects to develop the basis for the specialized education, a broad perspective, and the ability to contribute to society and art education. In addition to this, they take specialized fundamental subjects such as "Introduction to Art Education", "Theory of Pictorial Expression", "Fundamentals in Pictorial Expression (Practice)", "Fundamentals in Carvings and Sculptures (Practice)", "Fundamentals in Design", and "The fundamentals of art theory" in order to acquire basic knowledge regarding art education.

In the second academic year, students take further liberal arts subjects to enhance the basis for their specialized education. In addition to that, they take specialized fundamental subjects such as "Introduction to Lifelong Activities Education", "Educational Method and Evaluation of Art Education", "Theory of Carvings and Sculptures", "Summaries on Design", "Theory of Artistic Craft", and "Fundamentals in Craft (Practice)" in order to acquire general and basic knowledge and skills required for the study of art education, and to deepen their understanding of the area.

In the third academic year, students mainly take specialized subjects such as "Teaching Materials and Construction of Art Education", "Thoughts of Art Education", and "Planning Methods of Art Education (Seminar)" to acquire the expertise required for providing art education according to the developmental stage of the target. They also take the subject "Seminar to Graduation Thesis I" or "Exercise to Graduation Thesis I" to enhance the basic capabilities required for graduation research.

In the fourth academic year, students study advanced contents regarding art education to deepen their understanding. In graduation research, they prepare a thesis and/or art work based on their studies in the subject "Seminar to Graduation Thesis II" or "Exercise to Graduation Thesis II". In their research, they conduct their study of their own research topic by using the knowledge, skills, and abilities that they will have acquired in this program to develop their ability to identify and solve problems on their own.

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 time and acceptance conditions

Students start (select) to study in this program in the first year (when the student enters the university).

#### 6. Obtainable qualifications

Students can acquire the type 1 license for junior high school teacher (art) and type 1 license for senior high school teacher (art) at the time of graduation by earning the required credits for subjects related to teacher training, in accordance with the Education Personnel Certification Act. In addition to this, they can acquire such certifications as the museum curator license and license for school librarian by additionally earning the credits for relevant programs.

7. Class subjects and their contents

\* For class subjects, refer to the subject table in Attachment 1.

\* For the details of the class subjects, refer to the syllabus that is published each academic year.

8. Academic Achievement

The evaluation criteria are specified for each evaluation item for academic achievement, and the level of achievement against these criteria is designated at the end of the semester.

The evaluation score for each evaluation item is converted to a numerical value (S = 4, A = 3, B = 2, and C = 1) and the evaluation standard for academic achievement, from when the student entered the university to the end of the last semester, is determined using these values while applying weightings. The evaluation standards consist of three levels, i.e. Excellent, Very Good, and Good.

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

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

\* Refer to the curriculum map in Attachment 4.

(1) Study achievement in the course

Students are expected to obtain the knowledge, skills, and attitudes specifically described below as a result of education in this program

○ Knowledge and understanding

- 1) The ability to explain the status and meaning of art education in life-long education and secondary education based on knowledge and understanding;
- 2) The ability to explain the subjects of art education (painting, sculpture, design, artistic craft, and science of art) based on knowledge and understanding;
- 3) The ability to explain theories and methodologies in art education based on knowledge and understanding;
- 4) The ability to explain the process of formation and development in each area of study, and contemporary issues in those areas.

○ Abilities and skills

- 1) The ability to collect, organize, read, and understand materials and information related to art education;
- 2) A capability for critically analyzing and examining curricula, classes, and educational challenges in art education;
- 3) A capability for identifying research objectives (including presentation methods) related to art education, and for critically analyzing and examining them in order to organize the results;

- 4) Skills related to the subjects of art education (painting, sculpture, design, artistic craft, and science of art) and the ability to present these subjects according to their characteristics;
- 5) The ability to plan classes, instruction, and curricula related to art education, and to organize them into an instruction plan;
- 6) The ability to effectively present the results of art education using various equipment and materials;
- 7) Basic knowledge, skills, and attitude regarding information, and the ability to appropriately process and communicate information;
- 8) The capability to understand various languages and cultures using multiple foreign languages;
- 9) The ability to think about peace from diverse viewpoints and to present their own opinion;
- 10) An understanding of the meaning of life-long sports activity, and the importance of manners and a cooperative mindset, as well as the ability to scientifically explain the necessity for building physical strength and health; and
- 11) The basic skills required for study at university, and an understanding of, and ability to explain, codes of ethics.

○ Comprehensive capability

- 1) The ability to understand issues peculiar to subjects of art education (painting, sculpture, design, artistic crafts, and science of art) and to develop a constructive presentation;
- 2) The capability to identify, pick up, and point out issues in the learner (including technical challenges) as a teacher or instructor in art education;
- 3) The ability to identify, research, and explore contemporary challenges in art education using knowledge and information, and to present them via an appropriate medium; and
- 4) The capability to explain historical and/or contemporary issues that are related to multiple academic areas from diverse points of view.

(2) Education and study methods

\* Refer to Attachment 1.

(3) Support for study

- An opportunity for exchanging opinions is provided at the meeting with faculty members of the program.
- The organization of guidance is established by the tutor, mentor, and faculty members who are in charge of classes.

(4) Method for checking level of achievement (Individual achievement level)

- 1) Achievement in each class subject is ranked as Excellent, Very Good, Good, Fair, and Failing.
- 2) Scores for achievement in each class subject are accumulated as a GPA according to the specified calculation method.
- 3) The GPA score is calculated for each academic year to allow the student to check his/her basic achievement level.
- 4) The level of achievement is determined for each evaluation item for each academic year to indicate the individual achievement level.

(Achievement evaluation)

- 1) For students in their first, second, and third academic years, it is determined whether they can advance to the next grade based on the number of credits earned and level of achievement.

- 2) The problem and/or challenge to be solved is indicated to the student who fails to achieve the target. The student will be allowed to advance the next grade when he/she achieves the required level.
- 3) In the fourth academic year, a general evaluation of achievement is provided for students in this program, based on evaluation of the graduation thesis in addition to the achievement scores up to that time, the number of earned credits required for graduation, and the level of achievement in each evaluation item.

(5) Meaning of indicated evaluation score

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

9. Graduation thesis (graduation research) (meaning, student allocation, timing, etc.)

(1) Purpose

The graduation thesis is the goal of education for specialized instructors in art in life-long education and teachers of art in secondary education in this program, and aims to allow students to integrate the knowledge, skills, and abilities acquired in the educational course and determine their own achievement level. Of course, it is not the end point in itself, but aims to encourage students to further develop and deepen their capabilities.

(2) Overview

Students choose one of the following categories: art education, painting, sculpture, design, artistic craft, or science of art. Students are engaged in research on the topic they have chosen under the guidance of their mentor, while taking the subjects "Seminar to Graduation Thesis I" and "Seminar to Graduation Thesis II" (for the categories of art education and art studies) or "Exercise in Graduation Thesis I" and "Exercise to Graduation Thesis II" (for the categories of painting, sculpture, design, and artistic craft). They determine their research topic by the specified day in October of the fourth academic year, and submit their thesis at the end of January.

For the categories of painting, sculpture, design, and artistic crafts, it is required to include production of works in the thesis.

(3) Student allocation timing and method

The faculty member who will be the mentor for the graduation thesis is designated in the end of the first semester of the third academic year, as will the research area in which the student will be engaged, while considering the wishes and study status of the student and the conditions of faculty members. In the second semester of the third academic year and after, students take the required subjects, including "Seminar to Graduation Thesis I" and "Seminar to Graduation Thesis II", or "Exercise to Graduation Thesis I," and "Exercise to Graduation Thesis II", as well as other class subjects related to their main field of research, in order to prepare the graduation thesis in their fourth academic year.

## 10. Responsibility

### (1) Responsibility for PDCA (plan, do, check, and act) cycle

This program is executed by faculty members of the Art Education Course. The head of the program (chief of the Art Education Course) takes responsibility for execution of the program. The processes in the PDCA cycle ("plan," "do," "check," and "act") are conducted by the faculty committee of this program. The sectional committee in the School of Education is engaged in the "check" and "act" processes from outside the program, to evaluate the achievement level of the program and provide recommendations.

### (2) Evaluation of the program

#### ○ Perspectives for evaluation of the program

This program is evaluated from the perspectives of "educational effectiveness" and "social effectiveness". The "educational effectiveness" is evaluated by the effects of the implementation of the program on the educational achievement of students. The "social effectiveness" is evaluated by the effects of educational achievement in the program on society.

#### ○ Evaluation method

In this program, achievement in the program is evaluated from the perspectives described above, for students after they have spent four years in this university.

The educational effectiveness is evaluated by the rate of achievement reached by the students who took the program (the rate of earned credits for graduation and rate of students who have obtained the license for teachers in art education in secondary education against those who wish to obtain it) and comprehensive evaluation by the group of faculty members who are engaged in the execution of the program. In addition to the rate of earned credits, it is investigated whether students have been able to achieve 70% or more of the targets for the program by checking whether students achieved the level required in this program based on a comprehensive evaluation by faculty and their determining the achievement rate for all students.

Evaluation for social effectiveness is based on the pass rate of students in teacher employment examinations, evaluation of their development as teachers of art after employment, and evaluation of their actual results as an instructor in art education. For students who take this program to become school teachers, the timing of when the students are employed as regular teachers and how he/she is evaluated by the school and the board of education are checked every few years if possible, in order to evaluate their development as teachers. For students who take this program to become a specialized instructor in art education, such indicators as status of employment as an expert and awards won in public subscription exhibitions are evaluated in the comprehensive evaluation.

#### ○ Feedback to students

The evaluation results for the program are examined in the faculty committee of the program, together with the suggestions for review and improvement of the program and the effectiveness of guidance given students and of each class subject. The results of this examination are reflected in the operation and implementation of the program in the following academic year and thereafter.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 4: Program in Art 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	<input type="radio"/>	<input type="checkbox"/>						
	Basic Courses in Education	Introduction to University Education	2	Introduction to University Education	2	Required	<input type="radio"/>	<input type="checkbox"/>						
		Introductory Seminar for First-Year Students	2	Introductory Seminar for First-Year Students	2	Required	<input type="radio"/>	<input type="checkbox"/>						
		Area Courses	Courses in Arts and Humanities/Social Sciences	4	(Note4)	1or2	Elective/required	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>			
	Courses in Natural Sciences		4	(Note5)	1or2	Elective/required	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="checkbox"/>				
	English ( Note2 )	Basic English Usage	(0)	Basic English Usage I	1	Free elective	<input type="radio"/>	<input type="checkbox"/>						
				Basic English Usage II	1			<input type="radio"/>	<input type="checkbox"/>					
		Communication I (Note3)	4	Communication I A	1	Elective / required	<input type="radio"/>	<input type="checkbox"/>						
				Communication I B	1		<input type="radio"/>	<input type="checkbox"/>						
		Communication II (Note3)		Communication II										

Subjects of Liberal Education  
Common Core  
Foreign Language



## Registration standards for Schools

### Cluster 4: Life-long Activities Education

#### ○ Program in Art 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			
	Free Elective subjects			12	
Specialized Education	Basic Specialized Subject			20	88
	Specialized Subject			32	
	Specialized Elective subjects			30	
	Graduation Research			6	
Total				128	

### Registration standards for Specialized Education Subjects

<Matters to note when taking subjects>

1. For the 6 credits in "Graduation Research," it is required to earn 2 credits in "Seminar to Graduation Thesis I" and "Seminar to Graduation Thesis II" or "Exercise to Graduation Thesis I" or "Exercise to Graduation Thesis II", and 4 credits in "Graduation Thesis."
2. The number of credits in Specialized Elective subjects acquired in minor courses and specific programs will be up to 30 credits.



Specialized Subjects	Teaching Materials and Construction of Art Education	2						○			
	Studies on the Role of Leader in Art Education	2							○		
	Support in Art Education	2			○						
	Thoughts of Art Education	2					○				
	Planning Methods of Art Education (Basic)	2				○					
	Planning Methods of Art Education (Seminar)	2					○				
	Study in Pictorial Expression	2								○	
	Seminar on Pictorial Expression	2			○						
	Oil Painting I (Practice)	1				○					
	Oil Painting II (Practice)	1					○				
	Seminar in Carvings and Sculptures	2				○					
	Seminar in Statuary Expression	2						○			
	Study on Materials for Carvings and Sculptures	1		○							
	Carvings and Sculptures (Practice)	1					○				
	Seminar on Graphic Design	2							○		
	Seminar on Products Design	2		○							
	Studies on Color Coordinate Design	2				○					
	Fundamental Seminar on C.G.	2						○			
	Studies on craft materials I	2					○				
	Studies on craft materials II	2						○			
	Seminar on Artistic Craft	2								○	
	History of Japanese art	2			○						
	History of Western Art	2					○				

	Seminar in Science of Art (Art History)	2								○	
	Investigative Tour of Art	2			○						
Specialized Elective Subjects	Teaching Methods of Arts and Crafts for Secondary Teachers	2			○						
	Principles of Education	2			○						
	Psychology of Childhood and Adolescence	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				○					

