

For entrants in AY 2023

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Education, Cluster (Science, Technology and Society Education)
Program in Secondary School Mathematics Education]

| | |
|--|--|
| Program name (Japanese) (English) | ----- Program in Secondary School Mathematics Education |
| 1. Academic Degree to Be Acquired: Bachelor's Degree (Education) | |
| <p>2. Overview</p> <p>The Program in Secondary School Mathematics Education delivers the following education aimed at training junior and senior high school mathematics teachers with a high level of knowledge and mathematical ability, and fostering professionals who aim to go on to a graduate school related to mathematics education, to become researchers or to work at the highest levels of their profession.</p> <p>The curriculum of this program organizes basic and advanced special education organically, so that students can learn the principles, contents, and methodology of mathematics education in a varied and systematic manner. Eventually, the students will become experts in the basic theory of mathematics education, acquiring the capacity to provide excellent lessons, and to analyze and develop teaching materials. This will contribute to the overall development of mathematics education, which will contribute to laying the foundations of a nation built on creativity in science and technology.</p> | |
| <p>3. Diploma Policy (Policy of Awarding Degrees & Goal of the Program)</p> <p>The Program in Secondary School Mathematics Education fosters junior and senior high school mathematics teachers with a high level of knowledge and mathematical ability, and professionals who go on to graduate school in mathematics education to be researchers or highly specialized workers. Therefore, this program awards bachelor's degree (education) to students who, in addition to obtaining the standard number of credits set forth in the curriculum, have acquired the following abilities.</p> <p>(1) A broad range of knowledge, a command of foreign languages, and information processing abilities, a multidisciplinary grasp of the challenges facing humanity, and especially of issues related to peace, and the ability to take action from a broad, international perspective.</p> <p>(2) A broad range of knowledge and skills based on the contents of mathematics curricula, a high level of mathematical ability, and the ability to give excellent guidance in high school mathematics, while at the same time positively undertaking practical research in mathematics education.</p> <p>(3) A broad range of knowledge and skills related to mathematics curricula, and a high level of mathematical ability, to be deployed in the analysis and development of teaching materials for mathematics education in secondary schools.</p> <p>(4) The ability to conduct research into academic literature and materials on mathematics education; to organize, analyze, and study problems in order to make theoretical presentations; and, at the same time, to positively undertake theoretical research in mathematics education.</p> | |

4. Curriculum Policy (Policy on Curriculum Organization and Implementation)

The Program in Secondary School Mathematics Education organizes and implements a curriculum based on the following policies, in order to achieve the goal set forth above.

In the first year, students study liberal arts and foreign languages subjects in order to acquire a broad range of knowledge with which they can undertake research into mathematics education in the future. They also study “Calculus I, and ” and “Linear Algebra I, and ” to master the basic knowledge of modern mathematics, as well as “Methodology of Mathematics Education” as a basic special subject. These will serve as an introduction to the special education, as well as the foundation of the whole program.

In the second year, students continue studying liberal arts subjects, forming the basis of special education, and also study special subjects such as “Introduction to Mathematics Education”, “Introduction to Algebra”, “Introduction to Geometry”, “Introduction to Analysis”, and “Mathematical Statistics” in order to master the basic and fundamental knowledge and skills related to the principles and methodology of mathematics education, and to acquire a broad range of knowledge and skills based on the curriculum, as well as the high-level mathematical abilities required for the analysis and development of teaching materials. These form the framework that will support the rest of the program.

In the third year, students study “Curriculum of Mathematics Education,” etc. to further develop their knowledge and skills. They also focus on special subjects such as “Research Methods in Algebra I”, “Research Methods in Geometry I and ”, and “Research Methods in Analysis I and ”, acquiring a deeper understanding and curriculum related skills, built on the abilities accumulated so far, in order to form practical abilities and attitudes.

In the fourth year, students focus on their graduation thesis, based on their own original topic, making use of the special knowledge, skills, and abilities mastered through the program in order to cultivate the ability to identify problems and find solutions. At the same time, they study special subjects to enrich their knowledge and skills in relation to theoretical and practical research into mathematics education.

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. Commencement Timing and Conditions

In the first year, students of the Program in Secondary School Mathematics Education start studying the necessary subjects to acquire the basic and fundamental knowledge, abilities, skills, and attitudes required for mathematics education. As such, except for in special cases, the students of the Program in Secondary School Mathematics Education will select and start this program when they enter the school in the first year, which is, therefore, the timing of the start of the program.

6. Obtainable Qualifications

Students can acquire the license of Class 1 Junior High School Mathematics Teacher and High School Teacher on the condition that the credits in professional teaching subjects are acquired, in accordance with the Education Personnel Certification Act.

Furthermore, licenses such as those of curator, and school librarian can be obtained by taking the relevant program and acquiring the specified credits.

7. Subjects and Lesson Contents

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

* For the lesson contents, please refer to the syllabus for each school year.

8. Academic Results

At the end of each semester, the standard of evaluation will be explicitly given 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. These results are accumulated and classified as one of three levels: Excellent, Very Good, and Good, from the first semester of the first year to the current semester.

| Result Evaluation | Conversion |
|---------------------|------------|
| (90 points or over) | |
| 80 to 89 points | |
| 70 to 79 points | |
| 60 to 69 points | |

| Academic Results | Standard |
|------------------|-------------|
| Excellent | 3.00 ~ 4.00 |
| Very Good | 2.00 ~ 2.99 |
| Good | 1.00 ~ 1.99 |

- * Attachment 2: Relationship between evaluation item and evaluation standard.
- * Attachment 3: Relationship between evaluation item and subject.
- * Attachment 4: Curriculum Map

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

o Purpose

The graduation thesis is a final piece of research (for graduation) which constitutes the ultimate goal of learning in the program. The students select a topic, which will be an issue related to mathematics education discovered during course activities, such as subject exploration activities, seminar classes, and teaching practice at schools. Have chosen a topic, they put together a paper that includes analysis of the literature and research, together with their own original considerations, and a plan for making their graduation presentation. Such activities will develop their abilities, skills, and attitudes in order to be able to practice mathematics education at secondary school. They will also cultivate the fundamental abilities needed to progress to graduate school for further study of mathematics education.

o Assignment Timing and Method

After studying a number of seminar lessons during the second semester of the third year, students decide on their tutor at the end of the third year. In the fourth year, they do research in relation to mathematics education and prepare their graduation thesis. Assignment will be based primarily on their wishes; however, in order to ensure that teachers' guidance is, tailored to each student, the number of students allocated to one tutor may be restricted.

At the end of the third year, the students who have not acquired 90 credits or more in total; 30 credits or more in liberal arts education and 60 credits or more in special education; may not proceed to the study of graduation thesis in the fourth year.

Table of Registration Standards for the Subjects of Liberal Education

Cluster 2: Program in Mathematics Education

| Type | Subject type | Required Credits | Class subjects, etc. | Credits | Type of | | | | | | | | | | | | | | |
|----------------------------|--------------------------------------|--|--|---|---|--|-------------------|---------------------|---|---|--|--|--|--|--|--|--|--|--|
| | | 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 | (Note4) | 1or2 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | |
| | Foreign Languages | English | Note2 | Basic English Usage | (0) | Basic English Usage I | 1 | Free elective | ○ | | | | | | | | | | |
| | | | | | Basic English Usage II | 1 | ○ | | | | | | | | | | | | |
| | | English | Note3 | Communication I (Note3) | 4 | Communication I A | 1 | Elective / required | ○ | | | | | | | | | | |
| | | | | | | Communication I B | 1 | | ○ | | | | | | | | | | |
| | | | | | | Communication II A | 1 | | | ○ | | | | | | | | | |
| | | | | | | Communication II B | 1 | | | ○ | | | | | | | | | |
| | | | | | (0) | At least 2 subjects from the four subjects above | | | | | | | | | | | | | |
| | | Non-English Foreign Languages | | | (0) | Advanced English for Communication | 1 | Free elective | ○ | ○ | | | | | | | | | |
| | | | 2 | Foreign Languages: Basic Studies I (note 5) | 1 | Elective/required | ○ | | | | | | | | | | | | |
| | | | | Foreign Languages: Basic Studies II (note 5) | 1 | Elective/required | ○ | | | | | | | | | | | | |
| | (0) | | | Foreign Languages: Basic Studies III (note 5) | 1 | Free elective | | ○ | | | | | | | | | | | |
| | (0) | | | Foreign Languages: Basic Studies IV (note 5) | 1 | Free elective | | ○ | | | | | | | | | | | |
| | (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 | | | | | | | | | | | | | | |
| Foundation Courses | | | 8 | Linear Algebra I | 2 | Required | ○ | | | | | | | | | | | | |
| | | Linear Algebra II | | 2 | | | ○ | | | | | | | | | | | | |
| | | Calculus I | | 2 | | | ○ | | | | | | | | | | | | |
| | | Calculus II | | 2 | | | | ○ | | | | | | | | | | | |
| Free Elective Subjects | | | 8 | Note7 | 1 3 | Elective/required | ○ | ○ | ○ | ○ | | | | | | | | | |
| Total | | | 42 | | | | | | | | | | | | | | | | |

- 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: Field Research in an English-speaking country through the short-term overseas education, etc. or 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 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.
- 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: It is recommended to take subjects outside the student's area of specialization. In order to acquire the license for educational personnel, students need to take two credits in "Japanese Constitutional Law."
Credits obtained by taking "Data science for education" can be included in the Area Courses (Courses in Natural Sciences) credits required for graduation.
Foundation Courses not listed in this table can be included in the Area Courses credits required for graduation.
- 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" or "Ground zero programming".
- Note 7: This includes Advanced Seminar, Area courses, Foreign Languages, and Foundation Courses.

Registration standards for Schools

Cluster 2: Science, Technology and Society Education

Program in Mathematics Education

| Subject type, etc. | | | No. of credits required for graduation | | |
|------------------------|---------------------------------------|--|--|----|---|
| Liberal Arts Education | Peace Science Courses | | 2 | 42 | |
| | 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 | | 2 |
| | | Information and Data Science Courses | | | 4 |
| | | Health and Sports Courses | | | 2 |
| | | Social Cooperation Courses | | | 0 |
| | Foundation Courses | | 8 | | |
| Free Elective Subjects | | 8 | | | |
| Specialized Education | Special Basic Subjects | | 24 | 86 | |
| | Special Subjects | | 18 | | |
| | Special Elective Subjects | | 38 | | |
| | Free Elective Subjects | | | | |
| | Graduation Research | | 6 | | |

Registration standards for Specialized Education Subjects

Cluster 2 Program in Mathematics Education

| Class Subject | | No. of credits required for graduation | | School(s) |
|------------------------|-----------------------|--|----|----------------------------------|
| Special Basic Subjects | Mathematics Education | 6 | 24 | Program in Mathematics Education |
| | Algebra | 4 | | |
| | Geometry | 4 | | |
| | Analysis | 4 | | |

| | | | |
|---------------------------|------------------------|----|----------------------------------|
| | Statistics | 2 | |
| | Probability & Computer | 4 | |
| Special Subjects | | 18 | School of Education etc. |
| Special Elective Subjects | | 38 | |
| Free Elective Subjects | | | |
| Graduation Research | | 6 | Program in Mathematics Education |

Matters to note when taking subjects

1. The number of credits exceeding 38 credits in Special Education can be included in the number of credits for Free Elective Subjects.
2. In order to study the Practical Seminar for the Teaching Profession (High School) (8th Semester), in principle, students must obtain the credits in Practical Study at the High School I and II at the end of the 7th semester. If, however, they cannot obtain the credits in Practical Study by the semester in which they take the Practical Seminar for the Teaching Profession, their registration will be accepted on the condition of their obtaining them during the same semester.

Cluster 2 Program in Mathematics Education

Subjects with a circle in the "No. of credits to obtain" column are required subjects. The semester marked with ○ 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 | |
| Special Basic Subjects | Introduction to Mathematics Education I | | | | ○ | | | | | | |
| | Introduction to Mathematics Education II | | | | ○ | | | | | | |
| | Methodology of Mathematics Education | | ○ | | | | | | | | |
| | Introduction to Algebra | | | ○ | | | | | | | |
| | Practice in Introduction to Geometry | | | | ○ | | | | | | |
| | Introduction to Geometry | | | | ○ | | | | | | |
| | Practice in Introduction to Geometry | | | | | ○ | | | | | |
| | Introduction to Analysis | | | | ○ | | | | | | |
| | Practice in Introduction to Algebra | | | | | ○ | | | | | |
| | | Descriptive Statistics | | | | | ○ | | | | |

| | | | | | | | | | | | | |
|---------------------------|--|---|--|--|---|--|---|---|---|---|-------------------|--|
| Special Elective Subjects | Research Methods in Geometry I | 2 | | | | | ○ | | | | | |
| | Research Methods in Geometry II | 2 | | | | | | ○ | | | | |
| | Geometry A | 2 | | | | | | | ○ | | School of Science | |
| | Geometry B | 2 | | | | | | | | ○ | School of Science | |
| | Study of Instructional Materials in Geometry | 2 | | | | | | ○ | | | | |
| | Research Methods in Analysis I | 2 | | | | | ○ | | | | | |
| | Research Methods in Analysis II | 2 | | | | | | ○ | | | | |
| | Analysis A | 2 | | | | | | | ○ | | School of Science | |
| | Analysis C | 2 | | | | | | | | ○ | School of Science | |
| | Study of Instructional Materials in Analysis | 2 | | | | | | | ○ | | | |
| | Probability and Mathematical Statistics A | 2 | | | | | ○ | | | | | |
| | Probability and Mathematical Statistics B | 2 | | | | | | | ○ | | | |
| | Statistical Test | 2 | | | | | ○ | | | | | |
| | Inferential Statistics | 2 | | | | | ○ | | | | | |
| | Guidance on the Teaching Profession | 2 | | | ○ | | | | | | | |
| | Principles of Education | 2 | | | ○ | | | | | | | |

| | | | | | | | | | | | | | | |
|------------------------|--|---|--|--|--|--|--|---|--|--|--|--|--|--|
| Free Elective Subjects | Includes special subjects of this course and other courses, and special education subjects held in other schools (including minor and special programs). | | | | | | | | | | | | | |
| Graduation Research | Practical Research in Mathematics Education | 2 | | | | | | ○ | | | | | | |
| | Study of Instructional Materials in Algebra Education | 2 | | | | | | ○ | | | | | | |
| | Study of Instructional Geometry Materials in Education | 2 | | | | | | ○ | | | | | | |
| | Study of Instructional Materials in Analysis Education | 2 | | | | | | ○ | | | | | | |
| | Graduation Thesis | | | | | | | | | | | | | |