Appended Form 1

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

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; 10.5233.65.12 56.87812 5

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 facility 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
Subjects of Liberal Education	Peace Science Courses			2		2	Elective/required	○							
	Common Subjects	Basic Courses in University Education	Introduction to University Education	2	Introduction to University Education	2	Required	○							
			Introductory Seminar for First-Year Students	2	Introductory Seminar for First-Year Students	2	Required	○							
		Area Courses	Courses in Arts and Humanities/Social Sciences	4	(Note4)	1or2	Elective/required	○	○	○	○				
			Courses in Natural Sciences	4	(Note5)	1or2	Elective/required	○	○	○	○				
			Advanced Seminar	(0)		1	Free elective	○							
	Foreign Language	English	Basic English Usage	(0)	Basic English Note2										

	No. of credits required for graduation	
	2	
	2	
st-Year	2	
	(0)	
Arts /Social	4	
Natural	4	40

s	(0)	
	(0)	
	12	

○ **Cluster 4** **Program in Art 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	
Basic Specialized Subjects	Introduction to Lifelong Activities Education					○					Cross-Cluster Subjects
	Introduction to Art Education			○							
	Educational Method and Evaluation of Art Education					○					
	Theory of Pictorial Expression			○							
	Fundamentals in Pictorial Expression (Practice)		○								
	Theory of Carvings and Sculptures				○						
	Fundamentals in Carvings and Sculptures (Practice)		○								
	Summaries on Design				○						
	Fundamentals in Design		○								
	Theory of Artistic Craft					○					
	Fundamentals in Craft (Pracice)				○						
	The fundamentals of art theory			○							
Specialized Subjects	Teaching Methods of Arts and Crafts for Secondary Teachers	2			○						

	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

Specialized Subjects

	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						○			

Practice in Teaching B	1					○				
Teaching Practice at Junior and Senior High School I	4						○			
Teaching Practice at Junior and Senior High School II	2							○		
Practical Seminar for the Teaching Profession	2								○	