

## Master's Program in Education

Name of the degree to be conferred	Master of Education
Educational purpose	Highly specialized professionals shall be trained who can systematically understand the significance and role of education for human activities and social development, sensitively grasp globally spread current educational issue, have fundamental research ability to analyze them by making use of academic approaches in various areas of study of education and have a research ability that enables leading problem-solving with distinguished specialized knowledge in various areas of education.
Vision of human resources development	Based on the above-mentioned educational purpose, the three subprograms shall be established corresponding to the occasions where the persons are expected to play an active role. By training the persons mentioned as follows, this program shall aim at achieving the above-mentioned educational purpose in general. ① Subprogram in International Education ·Highly specialized professionals with research ability for leading educational activities and the development of human resources in educational administrative agencies schools, social education /lifelong learning institutions NPO and other education-related organizations etc. in and outside Japan. ② Subprogram in School Education for the Next Generation ·Highly specialized professionals who are engaged in analyzing effects of educational policies, creating policies and supporting educational development etc. by making use of academic approaches of education sciences in administrative institutions/international institutions, and schools in and outside Japan and have a research ability to scheme and design school education in next generation. ③ Subprogram in Basic Education Sciences ·The researchers who are engaged in education/research in various basic/fundamental areas of education sciences in universities/research institutions in and outside Japan.
Competencies specified in diploma policy	Evaluation perspectives
1. Knowledge application competence: Ability to contribute to society with advanced knowledge	①Can you apply knowledge gained through research and other activities in society? ②Can you identify new problems, even in other fields of expertise, based on broad knowledge?
2. Management competence: Ability to appropriately address challenges from broad standpoints	①Can you take on major tasks with systematic planning? ②Can you understand and solve problems from multiple perspectives?
3. Communication competence: Ability to accurately and clearly communicate expert knowledge	①Are you capable of efficient communication for research purposes? ②Can you discuss research or research-specific knowledge with experts from your own field and from other fields?
4. Teamwork competence: Ability to work with a team and actively contribute to the achievement of goals	①Do you have experience cooperatively and actively working on challenges as part of a team? ②Have you helped promote projects and activities other than your own research?
5. Internationality competence: Willingness to contribute to international society	①Are you aware of making contributions to international society and getting involved in international activities? ②Have you obtained the linguistic skills necessary for international information collection and action?
6. Ability to discover educational issues: an ability to grasp current global issues based on systematical understanding of substantial meaning of education.	①If capable of setting research tasks appropriately based on the preceding studies. ②If capable of indicating current educational issues from a global view.
7. Ability to explore the contents of education: an ability to explore the contents of education in a wide variety of educational sites.	①If capable of exploring the contents of education in a proper method in concrete educational sites including educational administrative institutions and schools etc. ②If capable of explaining educational values of the contents of education explored.
8. Ability for pedagogical analysis: a basic research ability to analyze by making use of academic approaches in various areas of education.	①If capable of selecting appropriate research method for research tasks ②If capable of proceeding research by sufficiently paying attention to ethical aspects relating to education sciences.

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| 9. Ability to solve educational issues: a basic research ability to analyze by making use of academic approaches in various areas of education. | ①If capable of solving the issues by making use of appropriate and distinguished specialized knowledge assuming concrete educational sites such as educational administrative institutions and schools etc.<br>②If capable of understanding expertise necessary to take the initiatives in solving educational issues by a group. |
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#### Dissertation evaluation criteria

The thesis that satisfies all the following evaluation items shall be a pass as the thesis for master's degree after going through the final examination with presence in person.

1. The significance and positioning of the said research in the area of education science shall be clearly described.
2. The research tasks shall be appropriately set.
3. The research method shall be reasonably selected.
4. Relevant cited documents and references are specified based on the preceding research.
5. The research thesis shall summarize the studies based on firm ground.

Additionally, the thesis examination committee established in order to implement examination of the thesis for master's degree shall be composed of one program leader, three sub leaders and some members designated by the program leader of this Degree Program. Furthermore, the supervisors of this Degree Program approved by the thesis examination committee shall serve as the chief examiner (1 person) and sub examiner (two or more persons).

#### Curriculum Policy

In Master's Program in Education, the curriculum shall be organized by classifying the classes broadly into three categories of [General Foundation Subjects] , [Foundation Subjects for Major] and [Major Subjects] in order that students can acquire both basic knowledge and specialized one of various areas in educational science necessary for the researchers of educational science, and generic/specialized competences through developing educational research activities. Additionally, by setting the courses necessary for students who have Class 1 Teaching License to acquire Special Certificate in a wide range, this course shall enable them to obtain the qualifications as highly specialized professionals relating to education.

Curriculum organization policy	The courses to be the foundation of this Degree Program shall be established as [General Foundation Subjects] by which students aim to acquire basic knowledge necessary for the researchers of educational science and generic/specialized competences, which is determined as compulsory courses.
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Additionally, the courses by which students aim at acquiring specialized knowledge in various areas of education, and the method to find and resolve research tasks shall be established as [Foundation Subjects for Major] , which shall be determined as selective courses based on the course model set by satisfying the requirements of the three subprograms (Subprogram in International Education, Subprogram in School Education for the Next Generation, Subprogram in Basic Education Sciences) established according to the characteristics of human resources to be developed. In this case, the reason the registered courses are indicated as the course model not by expressively classifying the courses for each subprogram is to enable the students to register courses according to interdisciplinary research areas beyond the bounds of conventional graduate course and division etc. and additionally, to aim at developing human resources who can respond to complex and multilayered contemporary educational issues.

In addition, through learning the courses established in other degree programs (within the degree program, other degree programs), more interdisciplinary learning shall be achieved.

The courses by which the students aim at acquiring generic/specialized competences through actual development of the research relating to various areas of educational science and complete their master's thesis as a result shall be established as [Major Subjects] , which shall be determined as selective courses based on the subprograms and course model.

Learning methods · Processes	All the students of this Degree Program shall register and acquire [General Foundation Subjects] . [Foundation Subjects for Major] and [Major Subjects] shall be taken and completed according to the subprograms and more detailed course model. Other degree programs established in other subprograms and Graduate School of Comprehensive Human Sciences as a matter of fact, and the courses established in the degree program set in other graduate school shall also be registered in order to enable the students to obtain deep understanding of interdisciplinary characteristics of educational science.
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Evaluation of learning outcomes

In each class, the supervisor shall carry out strict educational evaluation. From the end of the 1<sup>st</sup> year to the spring module in the 2<sup>nd</sup> year, the concept presentation of master's thesis shall be performed and the assessment for the research direction and learning results of the 1<sup>st</sup> year shall be carried out. In the 2<sup>nd</sup> year, interim instruction sessions for master's degree thesis shall be performed twice and the progress status of the research shall be assessed. At the end of the 2<sup>nd</sup> year, By evaluating the master's degree thesis evaluated in each class and submitted in January and comprehensively evaluating the results of final examination (oral examination) relating to learning results of research activities, acquisition status of nine competences described in diploma policy shall be judged.

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#### Admission Policy

Desired students

In Master's Program in Education the desired students shall be as follows: in addition to the human resources aiming to become researchers who are engaged in education/research in various areas of educational science in universities/research institutions in and outside Japan, highly specialized professionals with research ability who are engaged in analyzing effects of educational policies, creating policies and supporting educational development etc. by making use of academic approaches of education sciences in administrative institutions/international institutions in and outside Japan and the human resources who aim to become highly specialized professionals with research ability for leading educational activities and the development of human resources in educational administrative agencies schools, social education /lifelong learning institutions NPO and other education-related organizations etc. in and outside Japan. The following applicants may also enter this program: the person who have experienced the research of education science in department of education etc. and have acquired qualifications/abilities of teachers as professionals as a matter of course, the ones who have interests in relationship between high specialization cultivated in department of science and social sciences and humanities etc. and education as basic activities of human beings and the ones who have interests in educational activities in broad human communities not limited by schools.

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Selection policy

The entrance examination shall basically consist of specialty examination, foreign language examination of non-specialty (English), and oral examination. By arranging the examination in English for special selection for working individuals and foreign students, this Degree Program shall support various forms of learning. For applicants, the results of each examination subject shall be comprehensively evaluated, and their aptitude shall be examined.