

## Educational purpose

The School of Human Sciences fosters personnel who have a broad range of interests and concerns about human beings and human society and nature in which they live, who have an attitude of scientific analysis and understanding and specialized knowledge and skills of human development and support, and who can use these attitudes, knowledge and skills to independently and creatively deal with various human problems and make a broad contribution to human society.

# College of Disability Sciences

■ Bachelor of Arts in Disability Sciences

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■ Bachelor of Arts in Special Education

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■ Bachelor of Science in Social Work

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## Educational purpose

We help students acquire comprehensive fundamental knowledge about support methods for sensory, physical, cognitive, and language impairments in addition to health, age, and developmental disabilities. These knowledge and skills are obtained through studies about health, age, development, and social and cultural challenges pertaining to disabilities in fields such as education, psychology, social welfare, and medicine. The students also acquire internationally applicable abilities that would allow them contribute to creating a more symbiotic society.

## Desired Students

We seek students who are interested in learning about disabilities and other phenomena, and cultivating voluntary learning and thinking, and scientific, logical, and practical abilities for problem solving. They should also have an awareness of issues related to disabilities of the human mind and behavior, and must possess a spirit of inquiry leading to a profound understanding of human beings.

## Measures to ensure and improve the quality of education

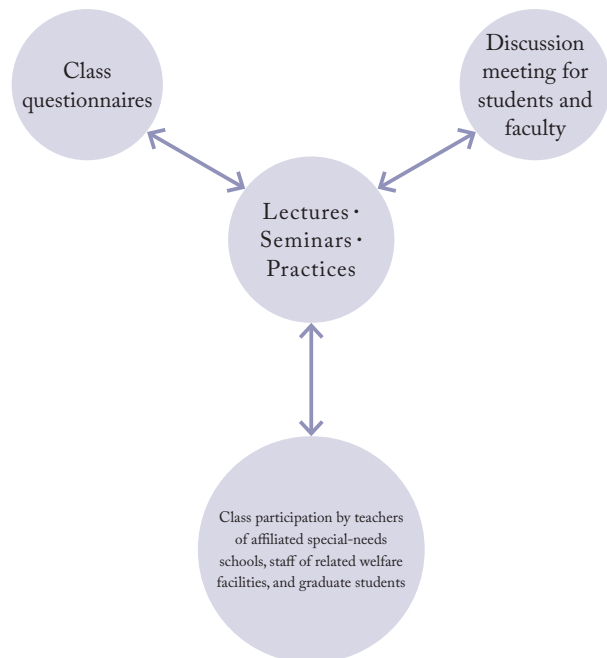
Class questionnaires are conducted, and the results are reflected in the teaching contents and methods for the following year.

Twice a year, all students and faculty members of the College of Disability Sciences participate in a discussion meeting, where students' questions and concerns about learning are answered and connections between students in different academic years and faculty members are built.

In course where exercises and practical training activities are provided, advanced and practical knowledge and skills are taught with involvement of current specialists such as teachers of affiliated special-needs schools and graduate students.

As a graduation research instruction involved by all faculty members, design presentations, in-term presentations and final presentations are held with a purpose of improving students' research skills and ensuring the quality of their graduation research.

### Measures to improve educational abilities



# Bachelor of Arts in Disability Sciences

## Diploma Policy

We grant the Bachelor of Arts in Disability Sciences to students who have acquired the knowledge and abilities (i.e., Generic Competences) listed under the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they are expected to achieve the following goals based on the school and college's educational purpose.

Students have understood the overall philosophy and concepts in Introduction to Disability Sciences and have acquired basic knowledge and skills on education, physiology, and social welfare.

Students have gained awareness of the challenges in Disability Sciences, are able to solve such challenges by demonstrating scientific thinking, and have the fundamental abilities necessary to develop specialized research.

Students have acquired fundamental leadership abilities related to Disability Sciences.

Students have become proficient in a foreign language, such as English, related to Disability Sciences.

## Curriculum Policy

For the Bachelor of Arts in Disability Sciences, we organize and implement a curriculum based on the following policies:

### General policy

We have established a Disability Sciences Learning Model that allows students to acquire extensive knowledge on disabilities and disabled persons. Models are there to guide students in planning for learning and this model is considered as a basic learning model. Students gain an understanding of the overall philosophy and concepts underpinning Disability Sciences in relation to all fields for special needs education including disability psychology and physiology, disability social welfare, etc. Through this, they acquire basic knowledge about visual and hearing impairments, speech-language disorders, physical disabilities, health impairments, and disability related to aging, the psychology of intellectual and developmental disabilities, and behavior disabilities. Moreover, students acquire foundational knowledge of diverse technologies through clinical research, experiments, investigations, literature studies, etc. required to professionally and scientifically examine the aforementioned fields.

### Course Sequence Policy

**Year I:** Students learn fundamental principles behind Disability Sciences through Introduction to Disability Sciences I and II, and visit practice sites in Introduction to Practices of Disability Sciences. These courses will stimulate students' motivation to learn. Moreover, students come to understand Disability Sciences as a whole and gain knowledge in specialized fields through Lectures on Principles of Disabilities Problems, Lectures on Welfare of Persons with Disabilities, and Introduction to Special Needs Education.

**Year I and II:** Students cultivate basic abilities and think about their future. Students acquire basic knowledge in each specialty through courses such as Special Lecture on Physiology and

Pathology, Impairments and Psychology, Introduction to Education for Children with Disabilities, Social Welfare, etc. which are based on different types of disabilities. Students gain foundational knowledge in research methods through Psychological Statistics II and Introduction to Methods of Disability Sciences as well as Practical Training. Students think about their learning goals and career paths after graduation through courses like Introduction to Career Planning, Fieldwork in Human Sciences, etc.

Year III and IV: Students acquire research and practical skills related to Disability Sciences and prepare for graduate school. Through Graduation Theses I and II, students become well-versed in research methods, plan and implement research related to Disability Sciences, and prepare for graduate studies.

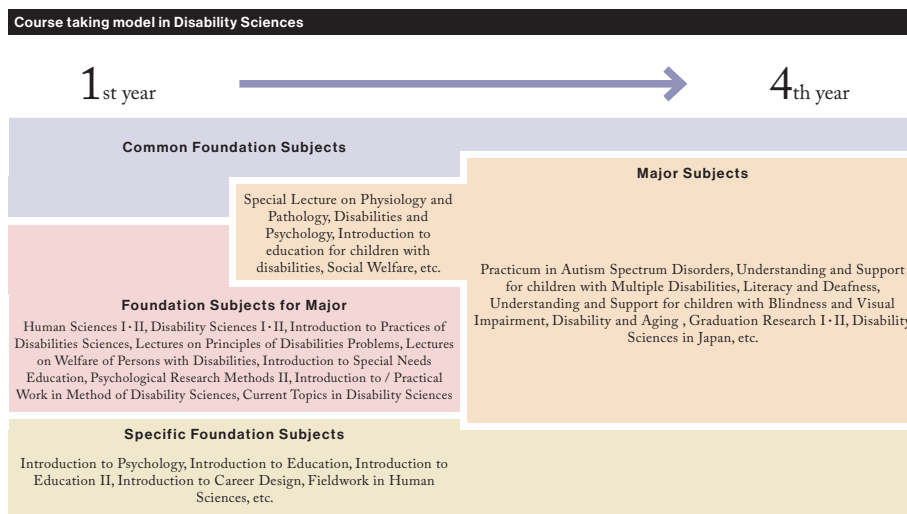
#### Implementation policy

Based on the Disability Sciences Learning Model, students broadly learn about Disability Sciences by obtaining credits required for graduation according to the learning outcome. In seminars and practical training sessions, we offer a

participation-oriented form of learning. We also enlist teachers from affiliated special needs schools, current experts in welfare facilities, and graduate school students in courses, so students are able to gain the most advanced and practical knowledge and skills. International courses, Current Topics in Disability Sciences and Disability Sciences in Japan, taught in English, are also provided.

#### Policy for evaluation of learning outcomes

In each course, we strictly and fairly evaluate grades as described in the syllabi based on the Curriculum Policy. In particular, we emphasize the graduation thesis as a culmination of learning outcomes across four years, which are examined by two reviewers. All qualified students are required to orally explain overviews and answer questions about their thesis. Graduation thesis is evaluated based on the aforementioned comprehensive results. Moreover, appropriate creation and effective implementation of educational practices in line with the Diploma Policy and Curriculum Policy are verified using class evaluation questionnaires in a majority of courses.



# Bachelor of Arts in Disability Sciences

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## Characteristics

■ We learn how to support students with disabilities through courses such as Skills in Support for Students with Disabilities and participate in activities to support students with disabilities at the university.

■ Credits earned at overseas universities can be transferred, while credits are awarded for volunteer activities and research activities inside or outside the university and used as requirement for graduation.

# Bachelor of Arts in Special Education

## Diploma Policy

We grant the Bachelor of Arts in Special Education to students who have acquired the knowledge and abilities (i.e., Generic Competences) based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purposes of our school and college:

Students have gained the specialized knowledge and techniques related to physiology and psychology in disability studies to lead pioneering research on special needs education

Students have acquired professional abilities, such as those required for the teaching profession.

Students have gained basic awareness of problems related to special needs education and have the ability to scientifically think to find solutions, and develop specialized research.

Students have acquired fundamental leadership abilities related to special needs education.

Students have become proficient in a foreign language, such as English, related to special needs education.

## Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire learning outcomes related to Bachelor of Arts in Special Education.

### General Policy

We establish the Special Needs Education Learning Model with the aim of fostering experts who can pioneer research and education in the field. We have wide-ranging subject categories that allow students to gain the required knowledge for obtaining a teacher's license (Type I) for special needs schools. Students are also able to obtain a teacher's license for special needs schools in all disability fields (visual and hearing impairments, intellectual disabilities, physical disabilities, and chronic illness in children).

### Course sequence policy

**Year I:** We enhance students' motivation and arrange a foundation for learning. Students learn fundamental principles for special needs education through Introductions to Disability Sciences I and II, and visit practical sites, such as affiliated special needs schools through Introduction to Practices of Disability Sciences. Moreover, students gain basic knowledge for special needs education through Lectures on Principles of Disability Problems, Lectures on Welfare of Persons with Disabilities, and Introduction to Special Needs Education.

**Year I and II:** Students cultivate basic abilities and think about the future. Students acquire basic knowledge about each specialty through the Special Lecture on Physiology and Pathology, Impairments and Psychology, Introduction to Education for Children with Disabilities, etc., classified according to specialty. Students learn about the basic methodology through Lectures on Curriculum and Teaching Methods for Students with Disabilities and Introduction to JIRITSU-KATSUDO. Students learn about research methods through Psychological Statistics II and Introduction to Methods of Disability Sciences

# Bachelor of Arts in Special Education

and Practical Training. Students think about their learning direction and career paths after graduation through Introduction to Career Planning, Fieldwork in Human Sciences, etc.

■ Year III and IV: Students learn research and practical techniques for special needs education in affiliated special needs schools. They gain specialized knowledge and practical techniques and skills in major subjects required to obtain a teacher's license for special needs schools. They also gain basic practical abilities through Practicum in the School for the Students with Disabilities (educational training at affiliated special needs schools). Through Graduation Theses I and II, students learn about research methods, plan and implement research related to special needs education, organize their graduation thesis, and undertake study for attending graduate school.

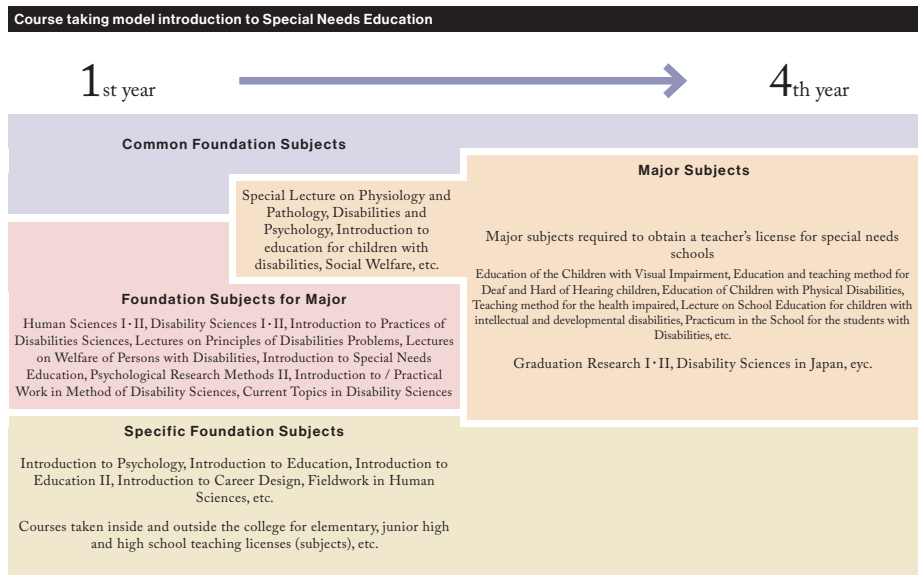
### Implementation policy

Based on the Special Needs Education Learning Model, students obtain credits required for graduation according to learning outcomes and

credits for the teaching profession curricula for elementary, junior high or high schools. In this way, students are able to obtain teacher's licenses for special needs schools. We use participation-based learning in seminars and practical training sessions. We also attempt to have current experts from affiliated special needs schools and graduate school students participate in courses, and undergraduate students are able to gain the most advanced and practical knowledge and skills. International courses, Current Topics in Disability Sciences and Disability Sciences in Japan, taught in English, are also provided.

### Policy for evaluation of learning outcomes

In each course, we strictly and fairly evaluate grades through methods described in the syllabi based on the Curriculum Policy. In particular, we emphasize the graduation thesis as a culmination of the learning outcomes across four years, which is examined by two evaluators. All qualified students are required to orally explain overviews and answer questions about their thesis, which are then evaluated based on the comprehensive results



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described above. Moreover, class evaluation questionnaires are used for a majority of courses. This is done to verify that the education is appropriately structured and implemented in line with the Diploma Policy and Curriculum Policy in an educationally effective way.

**Characteristics**

■ We learn how to support students with disabilities through courses such as Skills in Support for Students with Disabilities and participate in activities to support students with disabilities at the university.

■ Credits earned at overseas universities can be transferred, while credits are awarded for volunteer activities and research activities inside or outside the university and used as requirement for graduation.



# Bachelor of Science in Social Work

## Diploma Policy

We grant the Bachelor of Science in Social Work to persons who have acquired the knowledge and abilities (i.e., Generic Competences) based on the educational purpose for undergraduate students of the University of Tsukuba. In their learning outcomes, they will achieve the following goals based on the educational purpose of our school and college.

Students have acquired proficiency in measures and supporting methods for implementation of social welfare philosophy called “normalization”, and have a basic understanding of physiology, psychology, and education related to social welfare studies.

Students have acquired the necessary knowledge and skills to clear the Certified Social Worker Examination and become professionals in social welfare administration.

Students have acquired specialized knowledge, techniques, and research abilities that allow them to comprehensively and scientifically inquire into theories and practices related to social welfare studies.

Students have gained fundamental leadership abilities related to social welfare studies.

Students have obtained proficiency in a foreign language, such as English, related to social welfare studies.

## Curriculum Policy

We organize and implement curricula based on the following policies for programs that allow students to acquire the learning outcomes related to the Bachelor of Science in Social Work.

### General Policy

We established the Social Welfare Studies Learning Model with the aim of fostering social workers and scholars pursuing social welfare studies. Students comprehensively and scientifically learn measures and supporting methods for the implementation of the social welfare philosophy, normalization, targeting elderly persons, children with disabilities, and children in foster care environments, who are the targets of modern social welfare. Moreover, regarding medicine and rehabilitation for disabilities, students learn about educational collaboration beyond the framework of conventional social welfare studies, which includes measures such as onsite practical training sessions for social welfare in a combined manner.

### Course sequence policy

**Year I:** We enhance students’ motivation and arrange a foundation for learning.

Students learn fundamental principles of social welfare studies through Introductions to Disability Sciences I and II, and visit practice sites as part of Introduction to Practices of Disability Sciences. Moreover, students obtain basic knowledge for social welfare studies through Lectures on Principles of Disability Problems, Lectures on Welfare of Persons with Disabilities, and Introduction to Special Needs Education.

**Year I and II:** Students cultivate basic abilities and think about the future.

With a central focus on designated subjects required to clear the certified social worker examination, students gain basic specialized knowledge through Social Welfare, Introduction to Medicine, Lecture on Welfare for the Aged, etc. Students learn about basic methodologies through Theory and Methods of Social Work and

Professional Basis of Social Work Practice. Students learn research methods through Psychological Statistics II, Introduction to Method of Disability Sciences and Practical Training, and Theory for Social Welfare Research. Students think about their learning direction and career paths after graduation through Introduction to Career Planning, Fieldwork in Human Sciences, etc.

■ Year III and IV: Students acquire research knowledge and practical techniques.

In Major subjects, such as Social Work Exercise, students gain specialized knowledge and learn practical techniques and skills in a seminar format. Students obtain basic practical abilities through courses such as Social Work Practical Training. In Graduation Theses I and II, students acquire knowledge of research methods, plan and implement research related to social welfare studies, organize their graduation thesis, and prepare for graduate studies.

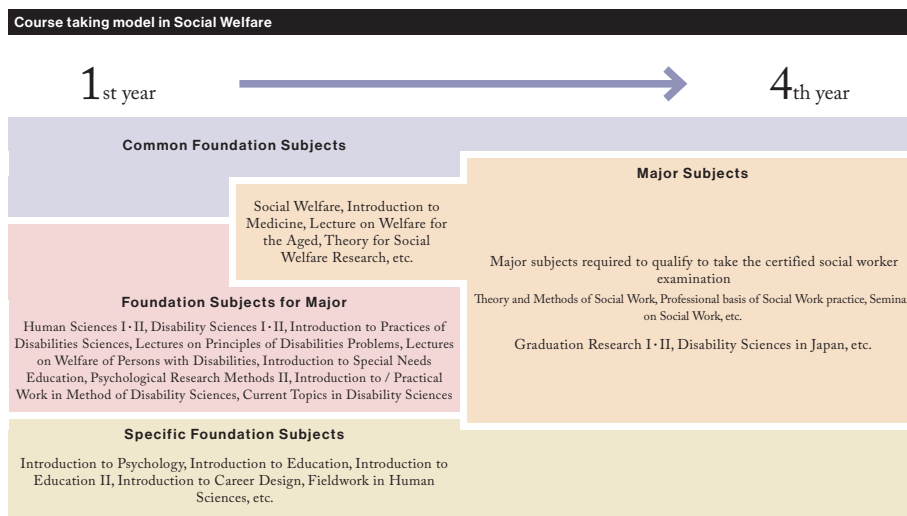
**Implementation policy**

Based on the Social Welfare Studies Learning Model, students obtain credits required for graduation as per learning outcome. Thus, they are

able to obtain the knowledge necessary for the Certified Social Worker Examination. We implement a participation-type form of learning. We also attempt to have current experts from social welfare facilities, participate in courses, and undergraduate students are able to gain the most advanced and practical knowledge and skills. To provide students with international courses, we have introduced Current Topics in Disability Sciences and Disability Sciences in Japan, which are taught in English.

**Policy for evaluation of learning outcomes**

In each course, we strictly and fairly evaluate grades via the methods described in syllabi based on the Curriculum Policy. In particular, we emphasize the graduation thesis as a culmination of the learning outcomes across four years, which is examined by two evaluators. All qualified students are required to orally explain overviews and answer questions about their thesis. Graduation thesis is evaluated based on the comprehensive parameters described above. Moreover, class evaluation questionnaires are used for a majority of courses. This is done to verify that the education is appropriately structured and



# Bachelor of Science in Social Work

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