

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 Psychology

■ Bachelor of Arts in Psychology

■ Educational Purpose ■

Based on interest related to human psychology and behaviors, we foster human resources with the following: (i) attitudes and specialized knowledge and skills to scientifically and empirically analyze and understand human psychology and behaviors; (ii) through use the learning outcomes obtained in (i), abilities to subjectively and creatively solve actual problems; and (iii) applicable internationally intelligence, humanity, and strength.

■ Desired Students ■

Students are desired who are motivated by cultivating with voluntary learning, thinking, scientific, logical, and practical abilities for the solution of issues with high interest in human psychology and behaviors and who possess a spirit of inquiry for profoundly understanding human beings.

Measures to ensure and improve the quality of education

Small classes

The students (maximum: 50) are divided into two classes, and the same faculty member serves as the class advisor for the entire four years, giving advice for their academic and daily life. The small-class system enables us to provide education and guidance that takes into account the needs of students.

Faculty development (FD)

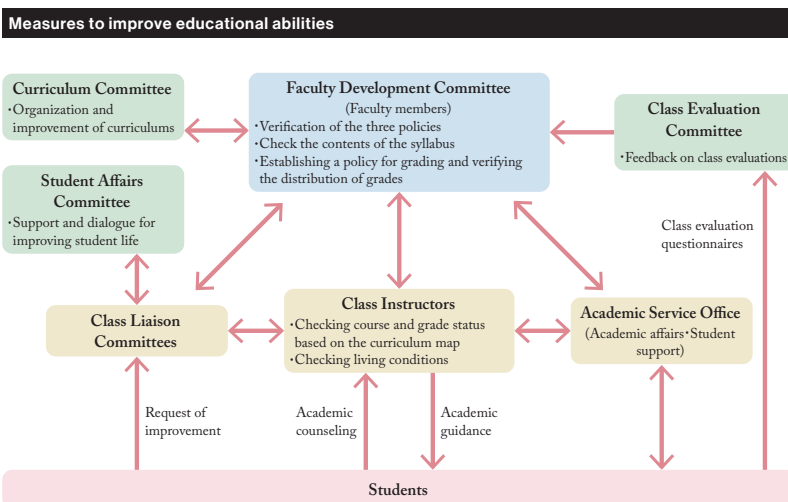
We conduct FD activities related to the verification of the three policies, checking the contents of the syllabus, setting the policy for grading, and verifying the grading distribution.

Consideration for international standards

The Introduction to Psychology is designed to ensure that the course meets international standards in psychology education. To this end, the latest edition of standard textbooks written in English that are highly evaluated worldwide are used, and practical training sessions provided in overseas universities are referred to.

Feedback from the alumni association Sinyukai

To maintain and further improve the quality of education, we regularly hear opinions from graduates who are active in society, mainly the members of the Sinyukai, the alumni association with a long history since its start with the first graduate of then Tokyo University of Arts and Sciences 90 years ago.



Bachelor of Arts in Psychology

Diploma Policy

Acquired knowledge and abilities (Generic Competences) to be acquired based on the educational purpose of the University of Tsukuba bachelor's program, and achieved the following achievement goals based on the purpose of human resource development in College of Psychology, School of Human Sciences. Bachelor of Arts in Psychology will be awarded to those who are recognized as having a bachelor's degree.

■ Students are able to appropriately collect and scientifically analyze data through use of specialized knowledge related to psychology and psychological methodologies.

(Relevant competences: Ability to observe people and Ability to analyze behavior)

■ Students are able to work with others to solve problems based on their understanding of themselves and others.

(Relevant competences: Ability to observe people and Ability to offer support with psychology)

■ Students have acquired a practical orientation to empirically explore diverse human and social phenomena and to deal with problems.

(Relevant competences: Practical orientation toward psychological problem-solving and Inquisitive mind with an empirical orientation)

■ Students are able to understand diversity and multiculturalism in the global society from a psychological perspective, and have the communication skills to form mutually beneficial relationships.

(Relevant competences: Understanding universality and diversity)

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 Psychology.

General policy

The class subjects are divided into four categories of acquisition of psychology-related knowledge, acquisition of research methods, presentation and debate abilities, and practical training sessions. Based on such categories, we offer fundamental extensive psychological education that covers all typical fields of psychology and leads students to complete graduation theses.

Course sequence policy

Undergoing the following steps, we offer extensive psychological education ranging from basic fields to applied and practical fields.

■ The first year: Students learn fundamental knowledge for psychology through Introduction to Psychology and Psychological Research Methods. Students also acquire fundamental analytical techniques for psychology through Psychological Statistics I and II as well as Practical Training in Psychological Statistics.

■ The second year: Students extensively learn fundamental Major Subject categories and specialized knowledge for psychology. In Psychological Experiments, students acquire aptitude in basic research techniques. In English Seminar in Psychology, students learn the expertise and methodology of psychological research and the basic rules for writing psychological papers through reading papers written in English.

■ The third year: Students gain advanced specialized knowledge related to psychology with a central focus on lectures and seminar subjects. Moreover, in Practical Training in Psychological Research I, based on sufficient understanding of previous studies, students conduct experiments and investigative research and practically learn abilities for data collection, scientific analysis, and

debates. At the end of the third year, students take the Seminar for Graduation Thesis and substantially commence to prepare graduation theses.

I The fourth year: Through presentation for carrying out graduation theses, submission of the same, and Q&A for final presentation, we foster abilities for constructing papers and presentations based on logical thought, insight, and creativity, and performing highly responsive debates.

Implementation policy

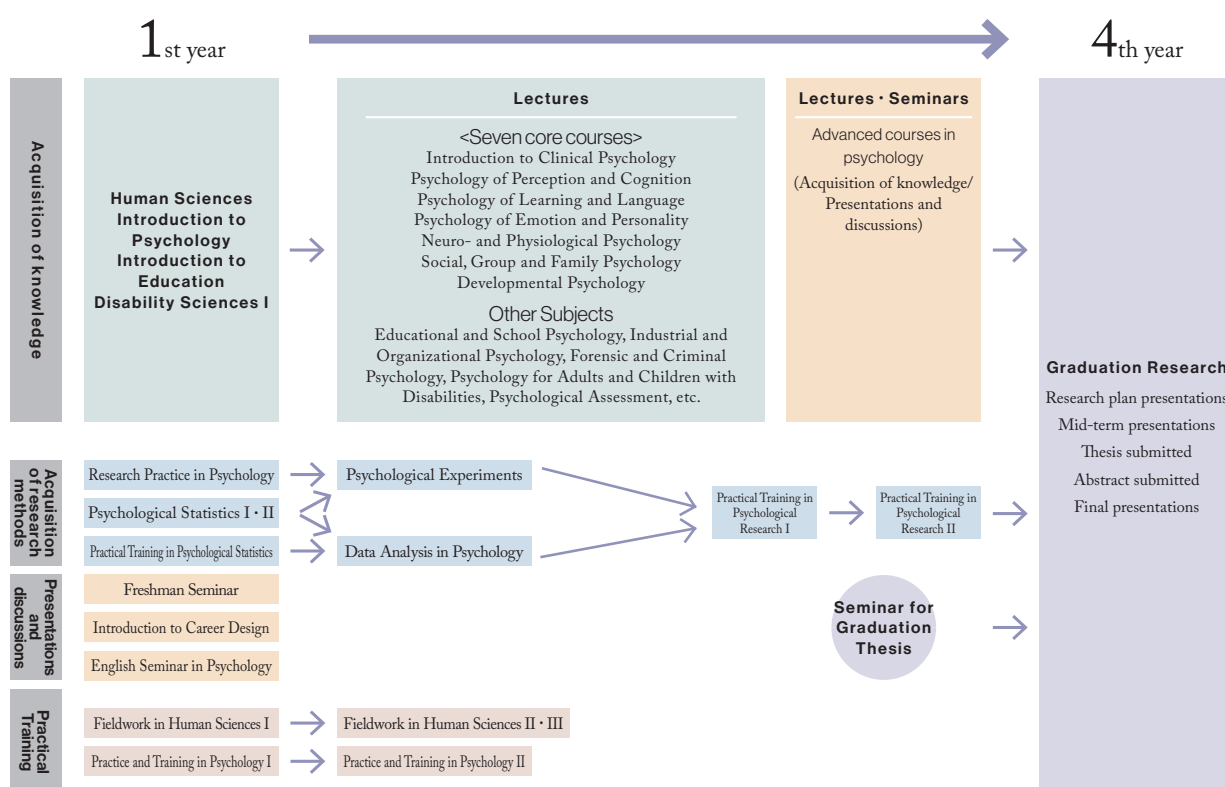
We observe the learning regulations and guarantee that students extensively learn psychology. We establish subjects for literature studies and experimental and investigative research related to previous studies performed by students and urge them to subjectively engage in such studies. Through Practical Training in Psychological Research I and II as well as the Graduation

Thesis, we directly provide students with the newest learning in psychological research together with the faculty members and graduate school students.

Policy for evaluation of learning outcomes

In class subjects, we strictly and fairly evaluate grades via the methods described in syllabuses based on the Curriculum Policy. In particular, we emphasize the graduation thesis as a compilation of four-year learning outcomes, which is examined by two reviewers. All relevant students are required to orally explain overviews and answer questions about graduation theses. Based on the comprehensive results described above, graduation theses are evaluated. In addition, classes evaluation questionnaires are conducted in all classes subjects in order to verify that educational content is appropriately structured and effective educational methods are used in accordance with the Diploma

Structure of competencies to be developed and curriculums



Bachelor of Arts in Psychology

Policy and Curriculum Policy.

Other noteworthy features

■ We encourage students to study abroad in order to develop globally oriented human resources.

■ In addition to lectures and group discussions, seminars are given by invited speakers in the occupations and career fields closely related to the specialties of the School of Human Sciences, so that students can use the information in their own career design.

■ In addition to classroom lectures, students are given opportunities to improve their practical and applied skills through a variety of practical training exercises and to make their knowledge more established and useful.