

College of Japanese Language and Culture

- Bachelor of Arts
- Bachelor of Arts in Japanese Language Education

Program Educational Objectives

This program cultivates the ability to comprehensively grasp linguistic and cultural phenomena in Japan and understand them from a global perspective. This enables the cultivation of cultural creators who, with an eye toward a multicultural society, can share challenges with people from different linguistic and cultural backgrounds and with the next generation, and work together to solve them.

Graduate Profile	<p>The Japanese Language and Culture Program cultivates diverse professionals equipped with a deep understanding of Japanese and global languages and cultures, capable of addressing the various challenges facing Japanese and international societies. These professionals include:</p> <ul style="list-style-type: none"> - Individuals possessing specialized knowledge of Japanese language and culture, capable of working as Japanese language instructors both domestically and internationally - Individuals who can serve as Japanese language teachers capable of teaching Japanese to foreign students in junior high and high schools - Individuals who possess the knowledge to address and resolve issues surrounding foreign communities within Japan, and can serve as civil servants or staff members at NPOs, etc. - Individuals who can leverage their deep understanding of Japanese language and culture to contribute to solving problems related to language, values, and nonverbal communication within general corporations - Individuals who can serve as researchers in fields related to Japanese language and culture
Career Paths after Graduation / Completion	Japanese language instructors, Japanese language teachers, civil servants, NPO staff, private companies, researchers

Diploma Policy

The Bachelor of Arts degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this College.

Knowledge and Skills (Specialized Competences)	1. Linguistic Phenomena 1	Can structurally analyze linguistic phenomena from a global perspective
	2. Linguistic Phenomena 2	Can understand linguistic phenomena in Japan within their social and human contexts, based on a global perspective.
	3. Cultural Phenomena 1	Can understand cultural phenomena textually, based on a global perspective.
	4. Cultural Phenomena 2	Can understand cultural phenomena in Japan within their social and human contexts, based on a global perspective.
	5. Intercultural Problem-Solving Ability	Can understand and resolve various challenges arising from linguistic and cultural differences
	6. Social Practice Ability	Can share challenges with people from different linguistic and cultural backgrounds and with the next generation, and resolve them practically
Guidelines for Assessing Learning Outcomes	The evaluation of learning outcomes places significant emphasis on the graduation thesis as the culmination of academic and research activities within this College. Alongside the assessment of the thesis itself, the acquisition of the knowledge and competences outlined in the degree conferral policy is evaluated through a guidance system centered on the thesis supervisor and co-supervisor.	

Curriculum Policy

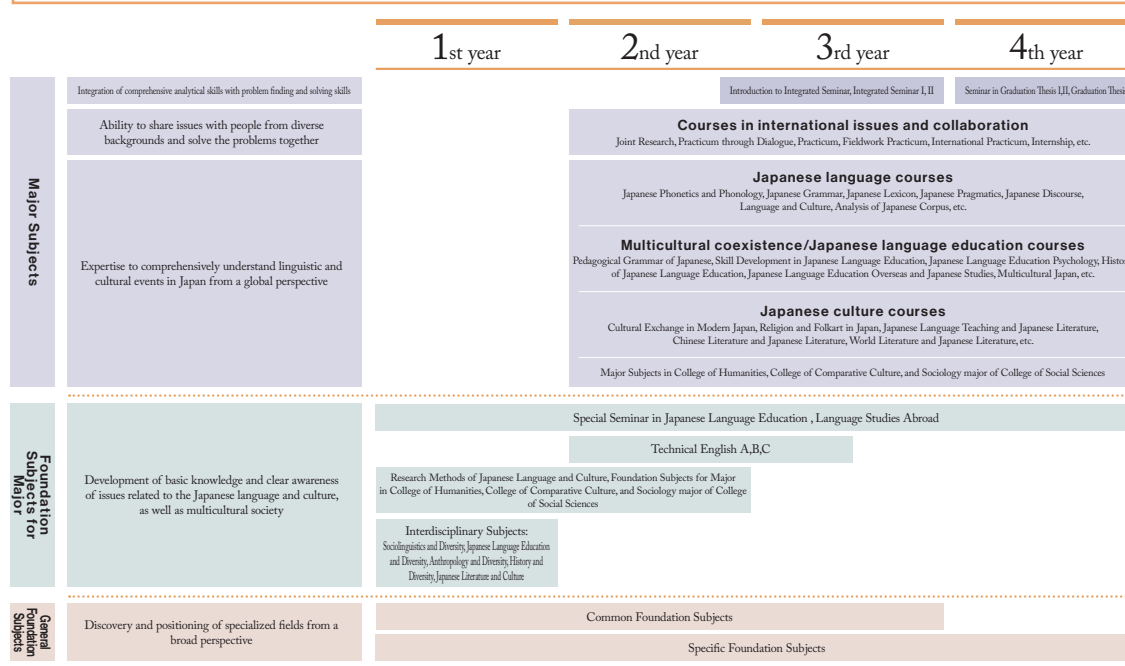
As a program for acquiring learning outcomes related to the Bachelor of Arts (Literature), the curriculum is organized and implemented based on the following principles.

<p>Curriculum Design Framework</p>	<p>Comprehensive Policy We employ a single-major system to ensure all students acquire broad knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Beyond knowledge-based education, we offer courses emphasizing practical learning through fieldwork and internships. Furthermore, the curriculum is designed to foster an understanding of multicultural coexistence not only in field settings but also in everyday learning environments. This is achieved through international training programs abroad, collaborative classes conducted with international students, and a tutor system supporting international students.</p> <p>Courses beginning with AE13 (Japanese Language, Multicultural Coexistence/Japanese Language Education, Japanese Culture) are primarily designed to develop competences in Language Phenomena 1 & 2 and Cultural Phenomena 1 & 2. Courses beginning with AE14 (International/Collaborative) are primarily designed to develop competences in Intercultural Problem-Solving and Social Practice.</p> <p>Sequential Learning Policy</p> <ul style="list-style-type: none"> - First Year... By broadly taking foundational courses from the common curriculum and other academic divisions, students discover and position their own specialized field within a broad perspective. - Second Year: Through specialized courses, students aim to acquire balanced knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Furthermore, through practical courses such as internships, joint classes with international students, and international training, students cultivate an awareness of issues concerning their own language and culture through exposure to foreign languages and cultures. Simultaneously, through courses like Specialized English, students develop foreign language proficiency (particularly English) necessary for research and communication. - Third Year... While taking more specialized courses such as seminars, students acquire comprehensive and advanced knowledge and research methodologies to prepare for setting their graduation research topics. Furthermore, through practical courses like internships, they deepen their critical awareness and enhance their applied and practical skills for solving problems. - Fourth Year... Through writing the graduation thesis, students enhance their holistic and comprehensive analytical abilities, aiming to integrate problem identification and resolution skills. <p>Implementation Policy</p> <ul style="list-style-type: none"> - Hold grade-specific orientation sessions and provide regular overall guidance on the curriculum. - In the third year, a comprehensive seminar is established to provide guidance bridging specialized coursework to thesis writing. • We provide tutorial guidance to strengthen the individual abilities required for thesis writing, while also conducting comprehensive research guidance through group instruction by multiple faculty members, leveraging each instructor's expertise. - Through international training and internships conducted overseas, fieldwork conducted domestically, and courses such as information literacy, we aim to help students acquire practical communication skills and problem-solving abilities in real-world settings.
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Teaching and Learning Methods

- Starting in the fall semester of the second year, we introduce comprehensive seminars to prepare students for writing their graduation theses. We offer these seminars to support students in reliably acquiring analytical skills and research methodologies concerning linguistic and cultural phenomena.
- We offer domestic and international practicum courses to support students in developing practical skills addressing social issues within intercultural and community contexts.
- Leveraging our College's small class sizes, we foster close interaction between students and faculty, providing detailed guidance in practicums, thesis seminars, and other settings.

Structure of competences to be developed and curriculums



Admission Policy

Desired Student Profile

We seek individuals with a strong intellectual curiosity, a clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural coexistence societies, and the corresponding abilities to address them.

Student Evaluation and Selection	Individual Achievement Test First Round	We select candidates who possess sufficient foundational academic skills to engage in studies related to the Japanese language, Japanese culture, and the nature of multicultural societies, and who demonstrate the critical thinking and applied skills based on these foundations. (Common Test and individual academic examinations)
	Entrance Examination by School Recommendation	Based on the results of regular learning and activities in high school, we will comprehensively evaluate applicants' abilities and aptitudes. We will select individuals who demonstrate a clear sense of purpose and motivation for learning, along with adaptability to specialized fields related to Japanese language, Japanese culture, and the nature of multicultural societies. (Short essay and interview)
	Entrance Examination by Admissions Center	We select candidates based on their unique perspectives on Japanese language and culture, as well as approaches to multicultural coexistence, emphasizing their ability to identify and resolve problems independently. (First Selection: Document Screening; Second Selection: Interview and Oral Examination)
	Entrance Examination for IB Students	We select candidates who have obtained the International Baccalaureate qualification and possess a strong intellectual curiosity and clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural societies. They must demonstrate the ability to identify and solve problems independently from an international perspective. Communication skills, including language proficiency, are highly valued and evaluated. (Document screening, interview/oral examination, and short essay)

Learning Support Framework

Academic Support	<ul style="list-style-type: none"> - A homeroom teacher system, where one instructor consistently oversees students from their first to fourth year, provides continuous support for each student's academic progress and daily life. - We will hold an information session regarding the acquisition of the Registered Japanese Language Teacher qualification.
Opportunities for Peer Interaction	<ul style="list-style-type: none"> - The College supports and promotes a tutor system for international students enrolled in the Japanese Language and Japanese Culture program. - Student-led exchange events are held with international students and visiting student groups from overseas. - Exchange events are held with students transferring from the Integrated Academic Fields.

Opportunities for Student-Faculty Interaction

- We hold “lunch meetings” with faculty members several times a year.
- We exchange opinions with faculty members at class liaison meetings.
- During domestic and international internships, students can also engage in information exchange with faculty members beyond the scope of specific courses.

Close interaction between students and faculty members support high-quality education

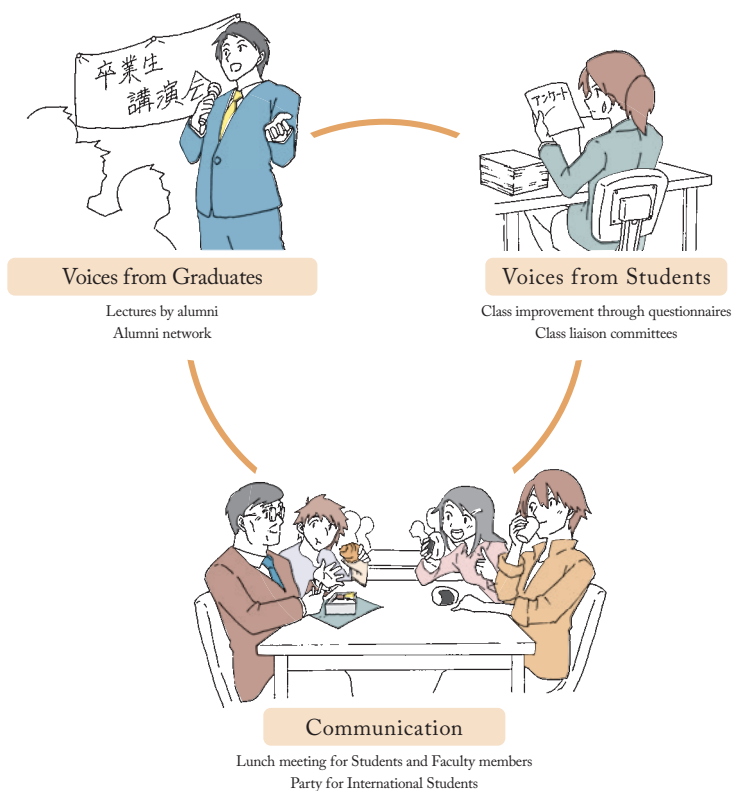


Illustration: Based on Daiya Hashimoto (student, College of Japanese Language and Culture)

Approaches to Assuring and Enhancing Educational Quality

- To ensure fair evaluation of student learning outcomes and achievement levels, each academic program establishes grading guidelines and publishes them on its website. By clarifying grading criteria and enabling students and faculty to jointly review learning outcomes, we facilitate appropriate instruction.
- In addition to conducting student course evaluations, all faculty members create and publish “Course Improvement Plans” based on these evaluations. This series of processes establishes a continuous feedback system for improving the curriculum and course content.
- The School actively communicates its various activities and educational outcomes to the external community through media such as its homepage, Facebook, and X.
- Faculty Development (FD) activities are regularly conducted by faculty members within the School, ensuring the ongoing verification and improvement of the School's educational quality.

Diploma Policy

The Bachelor of Japanese Language Education degree is conferred upon those who have acquired the knowledge and skills (general competences) based on the educational objectives of the undergraduate program at the University of Tsukuba, as well as the knowledge and skills (specialized competences) based on the educational objectives of this College.

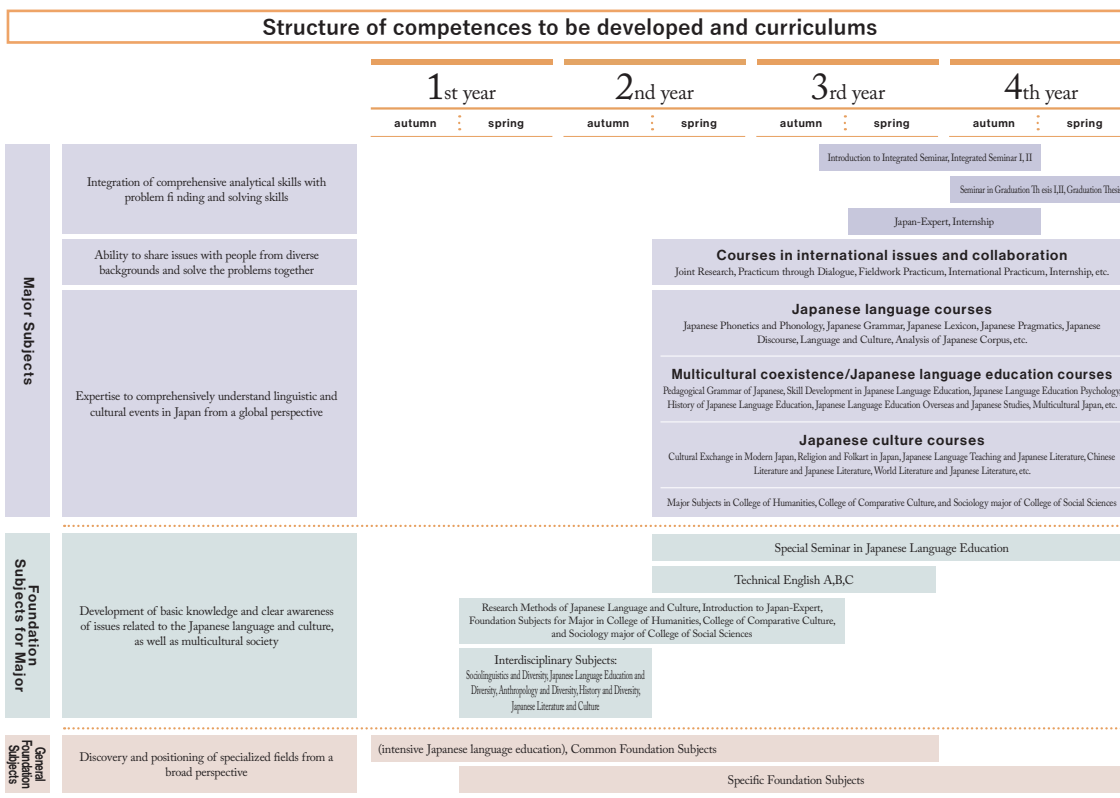
Knowledge and Skills (Specialized Competences)	1. Linguistic Phenomena 1	Can structurally analyze linguistic phenomena from a global perspective
	2. Linguistic Phenomena 2	Can understand linguistic phenomena in Japan within their social and human contexts from a global perspective
	3. Cultural Phenomena 1	Can understand cultural phenomena intrinsically within texts, based on a global perspective
	4. Cultural Phenomena 2	Can understand cultural phenomena in Japan in relation to society and people, based on a global perspective
	5. Intercultural Problem-Solving Ability	Can understand and resolve various challenges arising from linguistic and cultural differences
	6. Social Practice Ability	Can share challenges with people from different linguistic and cultural backgrounds and the next generation, and resolve them practically
	7. Leadership Ability	Can become a leader in the local community based on specialized knowledge and drive corporate and civic activities
Guidelines for Assessing Learning Outcomes	The evaluation of learning outcomes places significant emphasis on the graduation thesis as the culmination of academic and research activities within this College. Alongside the assessment of the thesis itself, the acquisition of the knowledge and competences outlined in the degree conferral policy is evaluated through a guidance system centered on the thesis supervisor and co-supervisor.	

Curriculum Policy

As a program to cultivate learning outcomes related to Japanese Language Education, we organize and implement the curriculum based on the following principles.

<p>Curriculum Design Framework</p>	<p>Comprehensive Policy We adopt a single-major system to ensure all students acquire broad knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Beyond knowledge acquisition, we offer courses that cultivate practical skills and leadership abilities through practicums and internships. Furthermore, the curriculum is designed to foster an understanding of multicultural coexistence through international study programs abroad and collaborative courses where students conduct research alongside peers from diverse linguistic and cultural backgrounds. Courses beginning with AE13 (Japanese Language, Multicultural Coexistence/Japanese Language Education, Japanese Culture) are primarily designed to address the competences of Language Phenomena 1 & 2 and Cultural Phenomena 1 & 2. Courses beginning with AE14 and AE18 (International/Collaborative Studies, Japan-Expert Internship) are primarily designed to address the competences of Intercultural Problem-Solving, Social Practice, and Leadership.</p> <p>Sequential Learning Policy</p> <ul style="list-style-type: none"> - First Year...During the first six months after enrollment, students receive intensive Japanese language instruction. Subsequently, they broadly take foundational specialized courses from the common curriculum and other academic divisions, enabling them to discover and position their specialized field within a broad perspective. - Second Year: Through specialized courses, students aim to acquire balanced knowledge in linguistics, Japanese language education, cultural anthropology, history, literature, and related fields. Furthermore, through domestic and international learning activities such as internships and international training, students cultivate a critical awareness of issues concerning Japanese language and Japanese culture within a broader perspective. Simultaneously, students develop foreign language proficiency (particularly in English) for research and communication through specialized English courses. - Third Year...While taking more specialized courses such as seminars, students acquire comprehensive and advanced knowledge and research methodologies to prepare for setting their graduation research topics. Furthermore, through practical training such as the “Japan-Expert Internship,” students deepen their critical awareness and enhance their applied skills, practical abilities, and leadership capabilities for problem-solving. - Fourth Year... Through writing their graduation thesis, students enhance their holistic and comprehensive analytical abilities, aiming to integrate problem identification and resolution skills. <p>Implementation Policy</p> <ul style="list-style-type: none"> - Japanese Language Education Coordinators are assigned to support learning and other needs. Furthermore, grade-specific orientation sessions are held, and regular comprehensive guidance on the curriculum is provided. - A comprehensive seminar is offered in the third year to bridge learning in specialized subjects to thesis writing. We provide comprehensive research guidance through group instruction by multiple faculty members, leveraging each instructor's expertise. We also offer tutorial guidance to strengthen the individual abilities required of students in writing their graduation theses. - We strive to provide students with information, such as holding orientation sessions for internships and practical training, and we also focus on securing scholarships to cover participation fees.
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Teaching and Learning Methods	<p>– Starting in the third year, we introduce comprehensive seminars to prepare students for writing their graduation thesis. We offer these seminars to support students in reliably acquiring analytical skills and research methodologies concerning linguistic and cultural phenomena.</p>
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Admission Policy

Desired Student Profile	We seek individuals with a strong intellectual curiosity, a clear awareness of issues concerning Japanese language, Japanese culture, and the nature of multicultural coexistence societies, and the corresponding abilities to address them.	
Student Evaluation and Selection	Japan-Expert Bachelor's Program	We select individuals with broad interest in Japanese language and culture who possess the aptitude to become Japanese language teachers for those aspiring to study or work in Japan, or to work for Japanese companies domestically or internationally. (Document screening and interview/oral examination)

Learning Support Framework

<p>Academic Support</p>	<ul style="list-style-type: none"> - A homeroom teacher system, where one instructor consistently oversees students from their first to fourth year, provides continuous support for each student's academic progress and daily life. - We will hold an information session regarding the acquisition of the Registered Japanese Language Teacher qualification.
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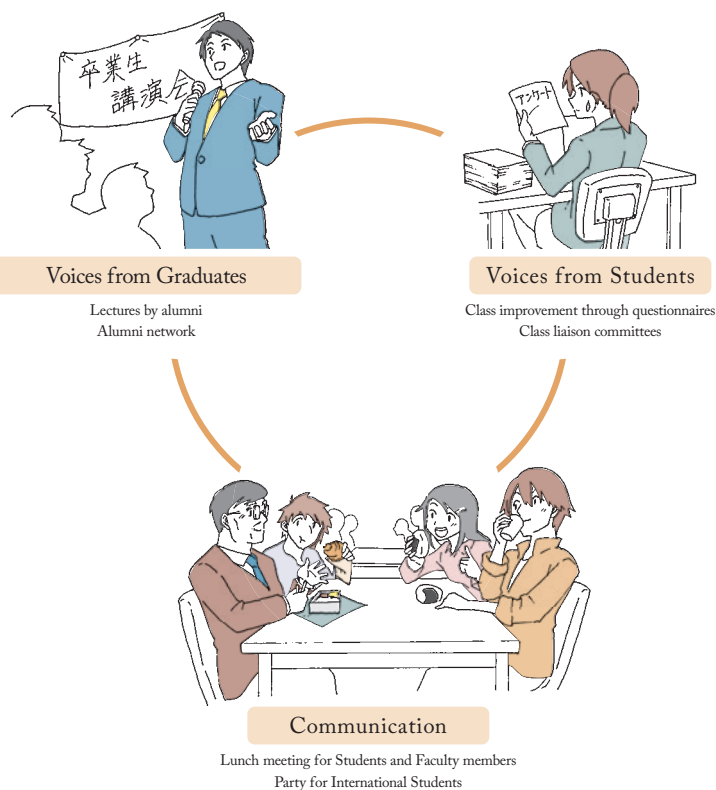


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