College of Disability Sciences

- Bachelor of Arts in Disability Sciences
- Bachelor of Arts in Special Education
- Bachelor of Science in Social Work

Program Educational Objectives

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. In addition, we will train human resources with the ability to contribute to the creation of a symbiotic society and to actively communicate internationally in a leading manner.

Graduate Profile	We aim to cultivate human resources who have interest and awareness of issues related to disabilities and various phenomena surrounding disabilities, who possess a spirit of inquiry to deeply understand humanity, and who learn independently, think critically, and have scientific, logical, and practical problem-solving abilities. – Personnel with foundational research skills related to disabilities and society – Personnel with skills to support people with disabilities – Personnel who can disseminate educational and research outcomes both domestically and internationally – Personnel who can contribute to humanity and society
Career Paths after Graduation / Completion	Wide-ranging activities are expected domestically and internationally in companies (industries such as services, finance and insurance, information and communications, distribution, transportation), organizations (welfare sectors like centers for the vocational rehabilitation of people with disabilities), teachers (elementary, junior high, high schools, and special needs education schools across the country), and public servants (government offices including central ministries, affiliated agencies, and local governments). More than 40% of the students are expected to advance to graduate schools offering the “Disability Science Degree Program,” which is a higher education program within the field of disability studies.

Diploma Policy

Bachelor of Arts in Disability Sciences 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 department.

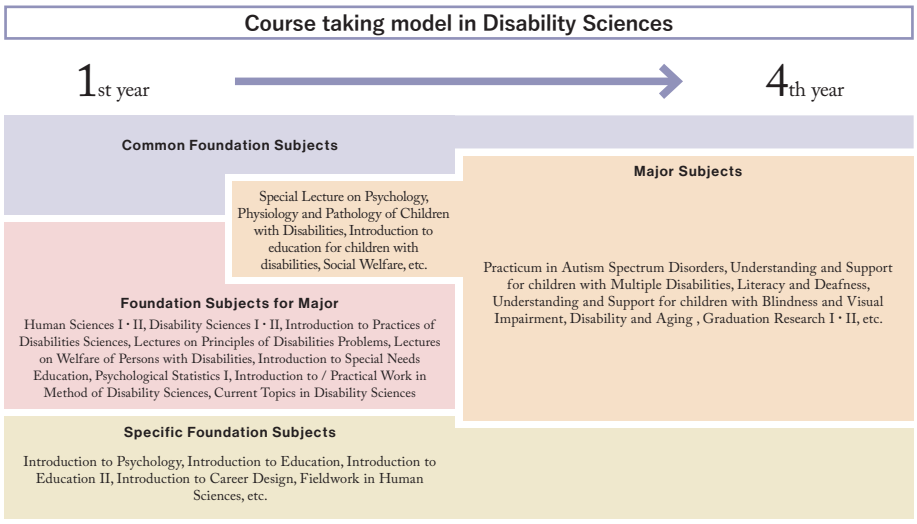
Knowledge and Skills (Specialized Competences)	1. Disability Science Competence 1	The ability to understand the foundational knowledge of special needs education, considering the interdisciplinary nature of fields related to humans such as education, psychology, and disability studies.
	2. Disability Science Competence 2	The ability to understand various disability-related fields, such as the physiological pathology specific to each disability area, the psychology of children and persons with disabilities, and education, and to systematically organize and structure that knowledge.
	3. Disability Science Competence 3	The ability to think analytically based on various research methods related to special needs education, such as clinical research, experiments, surveys, and literature studies, as well as scientific evaluation methods of data obtained through each method and assessment methods.
	4. Disability Science Competence 4	Acquire practical skills to understand various support techniques and teaching methods in special support education, identify the needs of individuals with disabilities who have diverse requirements, and collaborate with experts, practitioners, parents, and others.
	5. Disability Science Competence 5	Recognize the current status and challenges of knowledge and techniques related to special support education, and develop presentation and language skills (Japanese and foreign languages) to communicate knowledge and techniques in disability science to various regions in Japan and worldwide.
Guidelines for Assessing Learning Outcomes	The graduation research is emphasized as the culmination of four years of study, and the learning outcomes based on the degree awarding policy are evaluated through the proposal presentation, interim presentation, graduation thesis, and final presentation. – The graduation thesis is evaluated through peer review by two faculty members in the Department of Disability Science other than the supervising teacher, and reflects the achievement status of the learning outcomes. – At the three public presentation sessions, the achievement status of the learning outcomes is evaluated by multiple faculty members based on oral summaries and Q&A sessions. – These results are comprehensively reviewed to conduct the final evaluation of learning outcomes.	

Curriculum Policy

As a program to acquire the learning outcomes related to the Bachelor's degree (Disability Science), the curriculum will be organized and implemented based on the following policy.

Curriculum Design Framework	**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.Furthermore, as part of learning research methods to pioneer this field anew, students aim to acquire the fundamentals of various techniques used in clinical research, experiments and surveys, literature studies, and strive to complete their graduation research. **Course Sequence Policy** – First Year... Boosting Motivation and Establishing Foundational Learning Through “Disability Science I & II,” students learn the fundamental principles of disability science. In “Introduction to Disability Science Practice,” they observe and participate in practical settings, boosting their motivation to explore disability science. Additionally, students gain an overall understanding of disability science by learning about specialized fields through “Theory of Disability Causes,” “Welfare for Persons with Disabilities,” and “Foundational Theory of Special Education.” This cultivates Disability Science C1. – Years 1–2: Cultivating Foundational Skills and Considering Career Paths Students learn the fundamentals of each specialty through courses like “Psychology, Physiology, and Pathology of Children with Disabilities by Type,” “General Theory of Education for Children with Disabilities,” and “Fundamentals of Social Welfare.” They also learn the basics of research methods through “Psychological Statistics I” and “Introduction to Disability Science Research Methods and Practicum.” Through courses like “Career Design Introduction” and “Human Fieldwork,” students consider their learning direction and post-graduation paths. This cultivates Disability Science C2 and C3 competences. – Years 3–4: Acquiring Research and Practical Skills in Disability Science Students acquire specialized knowledge and skills in disability science, preparing for graduate school. In “Graduation Research I & II,” they learn research methodologies, plan and conduct research related to disability science, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing the graduation research, students aim to comprehensively acquire all specialized competences (Disability Science C1–C5). **Implementation Policy** Based on the Disability Science Course Model, students broadly study disability science by earning the credits required for graduation as specified in the course regulations. Courses, including those involving seminars and practical training, adopt participatory formats to foster independent learning. They also involve active participation from practicing professionals such as teachers at affiliated special support schools and welfare facilities, as well as graduate students, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the course “Current Topics in Disability Sciences” is offered in English.

Teaching and Learning Methods	– In “Introduction to Disability Science Practice,” through visits and class observations at special support schools, we deepen “understanding from the perspective of human sciences” about children with disabilities and the actual support they receive. – In “Fundamental Theories of Education for Persons with Disabilities I and II,” students acquire “basic knowledge of disability science” through learning the fundamental aspects related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Practical Exercises in Disability Science Research Methods,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the foundational knowledge and skills necessary for “analytical thinking skills in disability science. – “The “Disability Science Seminar” aims to develop practical skills in disability science by using relatively easy texts and incorporating exercises to study disability in relation to humans and society. – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions and develop “leading communication skills in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” you learn methods of supporting students with disabilities and acquire various support techniques, teaching methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others by participating in activities to support students with disabilities at the university.

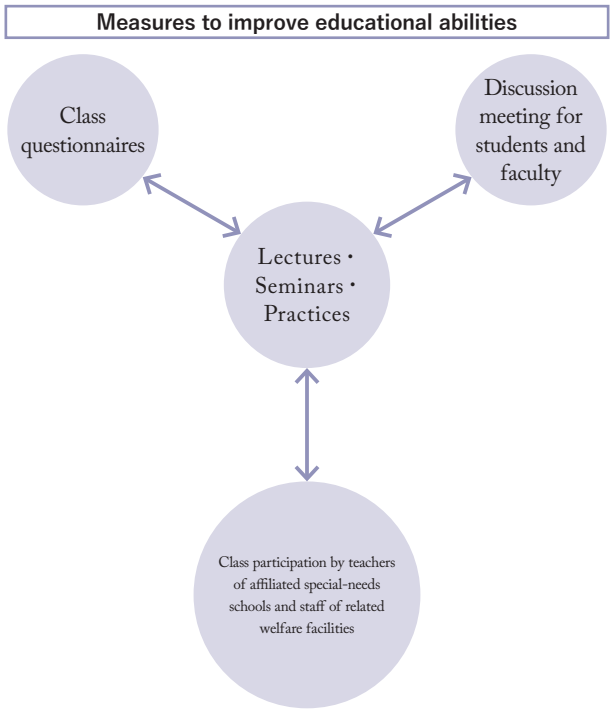


Admission Policy

Desired Student Profile	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.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on broad fundamental academic ability and foreign language proficiency, in addition to academic achievement in one of the following subjects: Japanese, mathematics, geography and history, civics, or science.
	Individual Achievement Test Second Round	Applicants are evaluated on their broad fundamental academic ability. In addition, written examinations assess skills such as responsiveness, logical reasoning, and clarity of expression.
	Entrance Examination by School Recommendation	Applicants are evaluated on whether they possess academic ability at a certain level (within the top 10% of their high school cohort) or academic ability equivalent to or exceeding the level required to pass the University of Tsukuba's general entrance examinations. In addition, applicants are assessed on whether they have a clear sense of purpose regarding disability science, strong motivation for learning, and suitability for the educational program of the Department of Disability Sciences. Alternatively, applicants may be evaluated based on having a clear awareness of issues related to disability science and outstanding achievements in independent research, extracurricular activities, or social activities related to this field. Furthermore, applicants are assessed on whether they possess international competence, including foreign language proficiency and problem-solving ability, and whether they have sufficient potential to be active internationally in the field of disability science in the future.
	Entrance Examination for IB Students	This admission selects applicants who have a clear awareness of issues and strong motivation to study disability science, and who aspire to engage in activities in the field of disability science from an international perspective.
	Entrance Examination for Foreign School Students	Type 1) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment. Type 2) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability from a global perspective informed by overseas living experience, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment.

Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
Opportunities for Peer Interaction	– In class, when learning the basics of research methods in groups, discussions among students are held to deepen their understanding. By encountering each other's ways of thinking through these discussions, a sense of camaraderie and cooperation is fostered. – The “Disability Science Domain New Student Welcome Party,” mainly targeted at third-year students, provides an opportunity for students in the Disability Science Department, graduate students in the Disability Science Degree Program, and faculty members in the Disability Science Domain to socialize and offer a chance for students to interact in preparation for future research activities.
Opportunities for Student–Faculty Interaction	– The first-year student enrollment of 35 is divided into two classes, and the same teacher serves as the homeroom teacher for all four years. The homeroom teacher provides individual consultations while considering each student's situation and offers continuous guidance and support. – In classes, explanations and guidance are provided on how to proceed with and conduct research during individual and group activities. – Students visit the laboratories or research groups of faculty members they wish to have as supervisors for their graduation research, learn about the faculty members' research topics through individual guidance, and deepen their understanding of the fields they are interested in. – Opportunities are provided so that students can consult with faculty members at any time, even outside of office hours.



Approaches to Assuring and Enhancing Educational Quality

- We will calculate the average score evaluated by teachers for each competence regarding the graduation research, which is the culmination of four years of academic achievement. For competences with relatively low average scores, each faculty member will review whether the course content was appropriate, share this in the “Disability Science Education Meeting,” and exchange opinions. Furthermore, the changes in average scores over the years will also be analyzed and discussed at the same meeting.
- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.

Diploma Policy

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

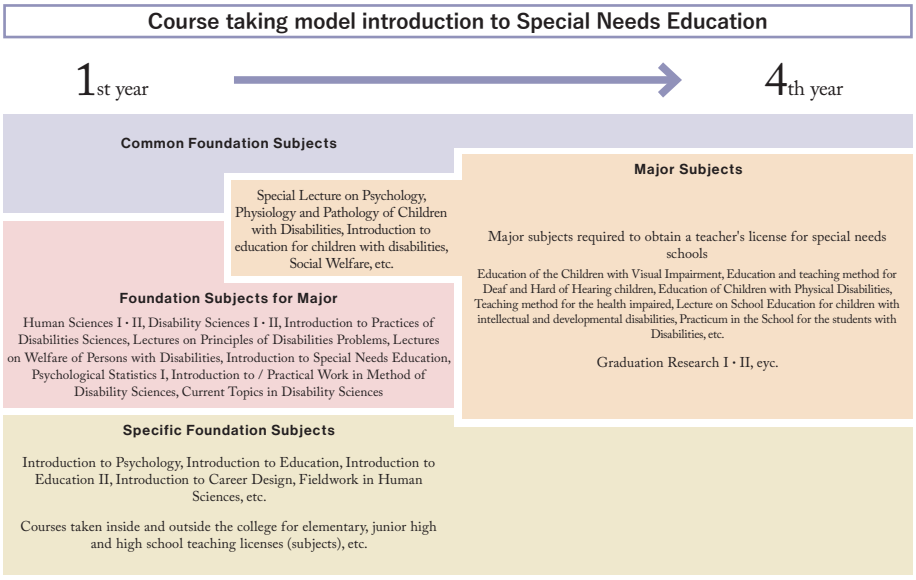
Knowledge and Skills (Specialized Competences)	1. Disability Science (Special Needs Education) Competence 1	The ability to understand the fundamental knowledge of special needs education, considering the interdisciplinary nature of fields focused on humans, such as education, psychology, and disability science
	2. Disability Science (Special Needs Education) Competence 2	The ability to understand various disability-related fields, such as the physiology and pathology specific to different disability categories, the psychology of children and adults with disabilities, and education, and to systematize and organize this knowledge
	3. Disability Science (Special Needs Education) Competence 3	The ability to think analytically based on diverse research methods in special needs education (clinical research, experiments, surveys, literature reviews, etc.), as well as scientific evaluation methods and assessment techniques for data obtained through each method
	4. Disability Science (Special Needs Education) Competence 4	Practical ability to identify the needs of individuals with diverse needs within the field of disability science, knowing various support technologies and instructional methods in special education, and to collaborate with specialists, practitioners, parents, etc.
	5. Disability Science (Special Needs Education) Competence 5	Recognize the current state and challenges regarding knowledge and techniques in special needs education, and possess presentation skills and language proficiency (Japanese and foreign languages) to disseminate knowledge and techniques in disability science to various regions in Japan and around the world
Guidelines for Assessing Learning Outcomes	As the culmination of four years of study, we place importance on the graduation research ("Graduation Research II") and comprehensively evaluate the achievement of learning outcomes based on the degree conferral policy through the graduation thesis and its public presentation. The graduation thesis is supervised and evaluated by the primary advisor and the co-advisor. Evaluation is conducted from perspectives such as whether the individual possesses fundamental knowledge of disability science as an interdisciplinary field, the general philosophy and concepts of disability science, as well as basic knowledge and skills in disability psychology, physiology, and welfare; whether critical and creative research questions are raised regarding these general and specialized contents; whether research is conducted autonomously; whether appropriate collaboration with experts is ensured; whether various phenomena related to disability science are appropriately analyzed and managed; and whether data is handled appropriately from an ethical standpoint. At the public presentation, an oral summary explanation and a question-and-answer session will be conducted. The evaluation will be based on aspects such as having the communication skills to appropriately explain the research overview through the presentation, possessing the language ability to proactively communicate the academic and social significance of the research, and having the capability to understand disability science from a broad perspective regarding one's area of expertise.	

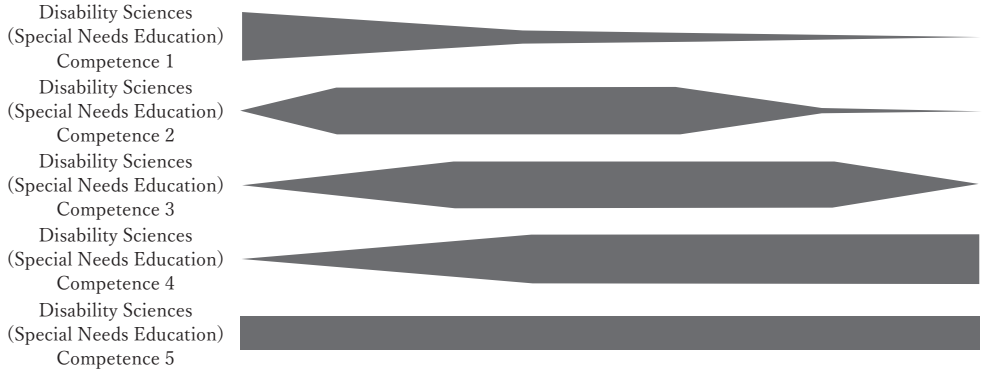
Curriculum Policy

As a program to acquire the learning outcomes related to the Bachelor's degree (Special Support Education), the curriculum is organized and implemented based on the following policy.Comprehensive PolicyWe have established the “Special Support Education Studies Completion Model,” which aims to train specialists who will lead advanced research and education related to special support education.We offer a wide range of subjects corresponding to the Type 1 Special Support School Teaching License, enabling you to acquire a broad education and deep expertise. You can also obtain the special support school teaching license that allows you to teach all five educational areas (visual impairment, hearing impairment, intellectual disability, physical disability, and health impairment).Furthermore, as a learning method for research to pioneer this field, the goal is to acquire the fundamentals of various techniques used in clinical research, experiments, surveys, and literature research, aiming to complete the graduation thesis.

Curriculum Design Framework	**Policy on sequential order** – First Year... Boosting Motivation and Establishing Foundations for Learning Through “Disability Science I & II,” students learn the fundamental principles underpinning social welfare studies. In “Introduction to Disability Science Practice,” they observe and participate in practical settings to boost motivation. Through “Disability Theory,” “Disability Welfare Theory,” and “Foundations of Disability Education,” students grasp the fundamentals of social welfare studies. This cultivates Disability Science C1. – Years 1–2⋯ Cultivating Foundational Skills and Considering Career Paths Focusing on designated subjects required for the National Social Welfare Worker Examination, students acquire foundational expertise through courses like “Fundamentals of Social Welfare,” “Introduction to Medicine,” and “Elderly Welfare.” They learn basic methodology in “Theory and Methods of Counseling Support” and “Foundations and Professionalism in Counseling Support.” “Psychological Statistics I,” “Introduction to Disability Science Research Methods & Practicum,” and “Social Welfare Research Methods” provide foundational research methodology. Courses like “Introduction to Career Design” and “Human Fieldwork” help students consider their academic direction and post-graduation paths. This cultivates Disability Science C2 and C3 competences. – Years 3–4: Acquiring Research and Practical Skills In specialized courses such as “Social Work Practicum,” students learn specialized knowledge, practical skills, and techniques through exercises. In courses like “Social Work Internship,” they develop foundational practical abilities. In “Graduation Research I & II,” students learn research methodologies, plan and conduct research related to disability welfare studies, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing their graduation research, they aim for the comprehensive acquisition of all specialized competences (Disability Science C1-C5). **Implementation Policy** Based on the Social Welfare Studies curriculum model, students can qualify to take the National Social Welfare Worker Examination by earning the credits required for graduation as specified in the course regulations. While classes are participatory in format, they also involve the participation of practicing professionals from welfare facilities and other settings, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the program offers the English-taught course “Current Topics in Disability Sciences.”

Teaching and Learning Methods	– In “Introduction to Practical Disability Science,” students deepen their “human science comprehension” by observing and attending classes at special support schools for various types of disabilities, learning about children with disabilities and the actual support they receive. – In “Foundational Theories of Education for Children with Disabilities I & II,” students acquire “basic knowledge of disability science” through studying fundamental matters related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Disability Science Research Methods Practicum,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the fundamental knowledge and skills necessary for “analytical thinking in disability science.” – In the “Disability Science Seminar,” aiming to consider disability, humans, and society, relatively easy texts are used, and a learning approach incorporating exercises is adopted to develop “practical skills in disability science.” – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions, acquiring “leading communication abilities in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” students learn how to support students with disabilities and participate in university disability support activities, gaining various support techniques, instructional methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others. – Credits earned at overseas universities, volunteer activities, and research activities both on and off campus can be recognized as graduation credits, enabling students to acquire pioneering communication skills to disseminate knowledge and technology related to disability science both domestically and internationally.



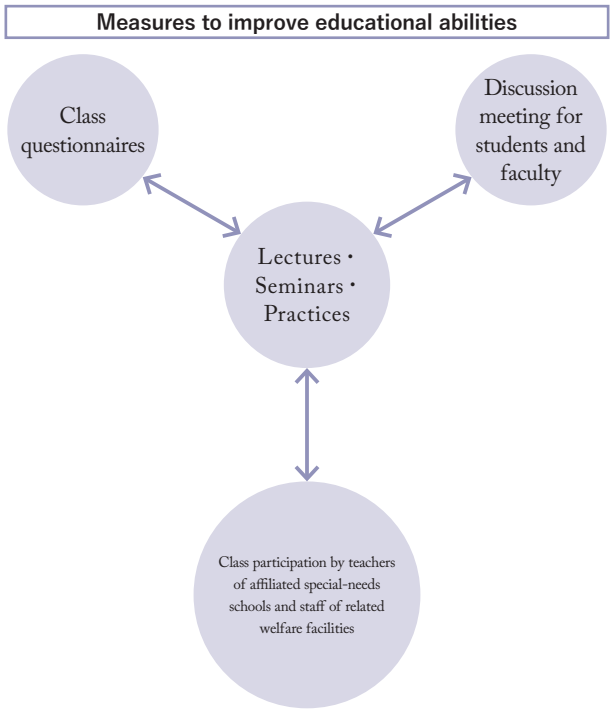


Admission Policy

Desired Student Profile	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.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on broad fundamental academic ability and foreign language proficiency, in addition to academic achievement in one of the following subjects: Japanese, mathematics, geography and history, civics, or science.
	Individual Achievement Test Second Round	Applicants are evaluated on their broad fundamental academic ability. In addition, written examinations assess skills such as responsiveness, logical reasoning, and clarity of expression.
	Entrance Examination by School Recommendation	Applicants are evaluated on whether they possess academic ability at a certain level (within the top 10% of their high school cohort) or academic ability equivalent to or exceeding the level required to pass the University of Tsukuba's general entrance examinations. In addition, applicants are assessed on whether they have a clear sense of purpose regarding disability science, strong motivation for learning, and suitability for the educational program of the Department of Disability Sciences. Alternatively, applicants may be evaluated based on having a clear awareness of issues related to disability science and outstanding achievements in independent research, extracurricular activities, or social activities related to this field. Furthermore, applicants are assessed on whether they possess international competence, including foreign language proficiency and problem-solving ability, and whether they have sufficient potential to be active internationally in the field of disability science in the future.
	Entrance Examination for IB Students	This admission selects applicants who have a clear awareness of issues and strong motivation to study disability science, and who aspire to engage in activities in the field of disability science from an international perspective.
	Entrance Examination for Foreign School Students	Type 1) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment. Type 2) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability from a global perspective informed by overseas living experience, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment.

Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
Opportunities for Peer Interaction	– In class, when learning the basics of research methods in groups, discussions among students are held to deepen their understanding. By encountering each other's ways of thinking through these discussions, a sense of camaraderie and cooperation is fostered. – The “Disability Science Domain New Student Welcome Party,” mainly targeted at third-year students, provides an opportunity for students in the Disability Science Department, graduate students in the Disability Science Degree Program, and faculty members in the Disability Science Domain to socialize and offer a chance for students to interact in preparation for future research activities.
Opportunities for Student–Faculty Interaction	– The first-year student enrollment of 35 is divided into two classes, and the same teacher serves as the homeroom teacher for all four years. The homeroom teacher provides individual consultations while considering each student's situation and offers continuous guidance and support. – In classes, explanations and guidance are provided on how to proceed with and conduct research during individual and group activities. – Students visit the laboratories or research groups of faculty members they wish to have as supervisors for their graduation research, learn about the faculty members' research topics through individual guidance, and deepen their understanding of the fields they are interested in. – Opportunities are provided so that students can consult with faculty members at any time, even outside of office hours.



Approaches to Assuring and Enhancing Educational Quality

- We will calculate the average score evaluated by teachers for each competence regarding the graduation research, which is the culmination of four years of academic achievement. For competences with relatively low average scores, each faculty member will review whether the course content was appropriate, share this in the “Disability Science Education Meeting,” and exchange opinions.Furthermore, the changes in average scores over the years will also be analyzed and discussed at the same meeting.
- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.

Diploma Policy

Bachelor of Science in Social Work 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 department.

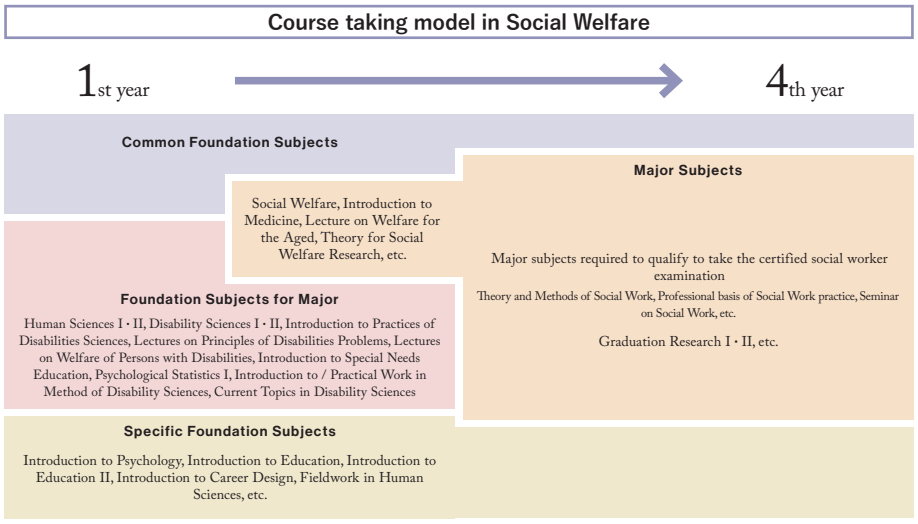
Knowledge and Skills (Specialized Competences)	1. Disability Studies (Social Welfare) Competence 1	The ability to understand the fundamental knowledge of social welfare, recognizing the interdisciplinary nature of fields focused on human beings, such as education, psychology, and disability studies
	2. Disability Studies (Social Welfare) Competence 2	The ability to understand social welfare and to systematize and organize that knowledge
	3. Disability Science (Social Welfare) Competence 3)	Ability to think analytically based on diverse research methods in social welfare studies (clinical research, experiments, surveys, literature reviews, etc.), as well as scientific evaluation methods and assessment techniques for data obtained through each method
	4. Disability Science (Social Welfare) Competence 4	Practical ability to identify the needs of individuals with diverse needs within Disability Science, knowing various support techniques and instructional methods in social welfare, and to collaborate with specialists, practitioners, guardians, etc.
	5. Disability Science (Social Welfare) Competence 5	Recognize the current state and challenges regarding knowledge and techniques in social welfare studies, and possess presentation skills and language proficiency (Japanese and foreign languages) to disseminate knowledge and techniques in disability science to various regions in Japan and around the world
Guidelines for Assessing Learning Outcomes	As the culmination of four years of study, we place importance on the graduation research ("Graduation Research II") and comprehensively evaluate the achievement of learning outcomes based on the degree conferral policy through the graduation thesis and its public presentation. The graduation thesis is supervised and evaluated by the primary advisor and the co-advisor. Evaluation is conducted from perspectives such as whether the individual possesses fundamental knowledge of disability science as an interdisciplinary field, the general philosophy and concepts of disability science, as well as basic knowledge and skills in disability psychology, physiology, and welfare; whether critical and creative research questions are raised regarding these general and specialized contents; whether research is conducted autonomously; whether appropriate collaboration with experts is ensured; whether various phenomena related to disability science are appropriately analyzed and managed; and whether data is handled appropriately from an ethical standpoint. At the public presentation, an oral summary explanation and a question-and-answer session will be conducted. The evaluation will be based on aspects such as having the communication skills to appropriately explain the research overview through the presentation, possessing the language ability to proactively communicate the academic and social significance of the research, and having the capability to understand disability science from a broad perspective regarding one's area of expertise.	

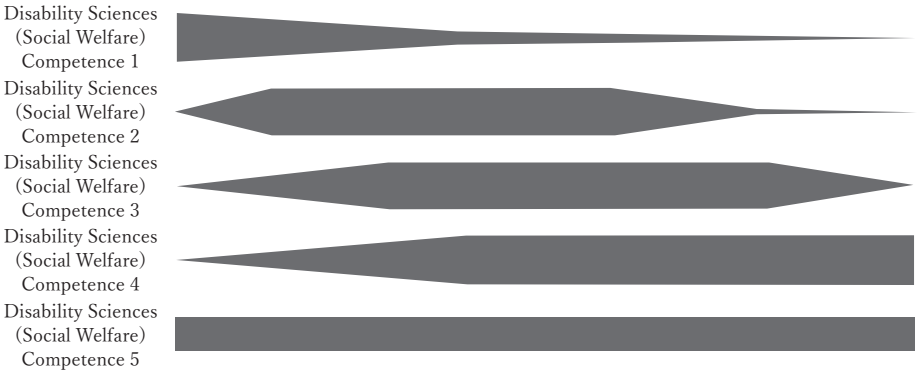
Curriculum Policy

We have established a “Social Welfare Studies Curriculum Model” for students pursuing social welfare studies while aiming to become social workers. This model provides comprehensive and scientific learning about policies and assistance methods for realizing an inclusive society for the elderly, persons with disabilities, and children facing life challenges due to family upbringing environments or developmental issues—all key targets of contemporary social welfare. Furthermore, going beyond the traditional framework of social welfare studies, students engage in integrated learning—including practical training—on collaboration with education, healthcare, and rehabilitation concerning “disability.” Additionally, to cultivate research methods for pioneering new ground in this field, students acquire the fundamentals of diverse techniques used in qualitative and quantitative research, literature reviews, and more, aiming to complete their graduation research.

Curriculum Design Framework	**Sequential Learning Policy** – First Year... Boosting Motivation and Establishing Foundational Learning Students learn the fundamental principles of disability science through “Disability Science I & II” and observe and participate in practical settings through “Introduction to Disability Science Practice,” thereby increasing their motivation to explore disability science. Additionally, students gain an overall understanding of disability science by learning about specialized fields through “Theory of Disability Causes,” “Welfare of Persons with Disabilities,” and “Foundational Theory of Special Education.” This cultivates Disability Science (Social Welfare) C1. – Years 1–2: Cultivating Foundational Skills and Considering Career Paths Students learn the fundamentals of each specialty through courses like “Psychology, Physiology, and Pathology of Children with Disabilities by Type,” “General Theory of Education for Children with Disabilities,” and “Fundamentals of Social Welfare.” They also learn the basics of research methods through “Psychological Statistics I” and “Introduction to Disability Science Research Methods and Practicum.” Through courses like “Career Design Introduction” and “Human Fieldwork,” students consider their learning direction and post-graduation paths. This cultivates Disability Science (Social Welfare) C2 and C3 competences. – Years 3-4: Acquiring Research and Practical Skills in Disability Science Students acquire specialized knowledge and skills in disability science, preparing for graduate school. In “Graduation Research I & II,” they master research methodologies, plan and conduct research in disability science, compile their graduation research, and also engage in learning for graduate school advancement. Throughout the process of completing the graduation research, students aim to comprehensively acquire all specialized competences (Disability Science (Social Welfare) C1–C5). **Implementation Policy** Based on the Social Welfare Course Model, students broadly study Disability Science by earning the credits required for graduation as specified in the course regulations. Courses, including those involving seminars and practicums, adopt participatory formats to foster independent learning. They also involve active participation from practicing professionals such as teachers at affiliated special support schools and welfare facility staff, as well as graduate students, enabling students to acquire cutting-edge and practical knowledge and skills. Aiming for internationalization, the course “Current Topics in Disability Sciences” is offered in English.

Teaching and Learning Methods	– In “Introduction to Practical Disability Science,” students deepen their “human science comprehension” by observing and attending classes at special support schools for various types of disabilities, learning about children with disabilities and the actual support they receive. – In “Foundational Theories of Education for Children with Disabilities I & II,” students acquire “basic knowledge of disability science” through studying fundamental matters related to the education of children with disabilities. – In “Introduction to Disability Science Research Methods” and “Disability Science Research Methods Practicum,” through lectures, experiments, and practical training related to disability science research, we aim to systematically acquire the fundamental knowledge and skills necessary for “analytical thinking in disability science.” – In the “Disability Science Seminar,” aiming to consider disability, humans, and society, relatively easy texts are used, and a learning approach incorporating exercises is adopted to develop “practical skills in disability science.” – In “Current Topics in Disability Sciences,” students enhance their presentation and language skills through discussions, acquiring “leading communication abilities in disability science.” – In courses such as “Support Techniques for Students with Disabilities,” students learn how to support students with disabilities and participate in university disability support activities, gaining various support techniques, instructional methods, and leadership skills necessary for collaboration with experts, practitioners, parents, and others. – Credits earned at overseas universities, volunteer activities, and research activities both on and off campus can be recognized as graduation credits, enabling students to acquire pioneering communication skills to disseminate knowledge and technology related to disability science both domestically and internationally.



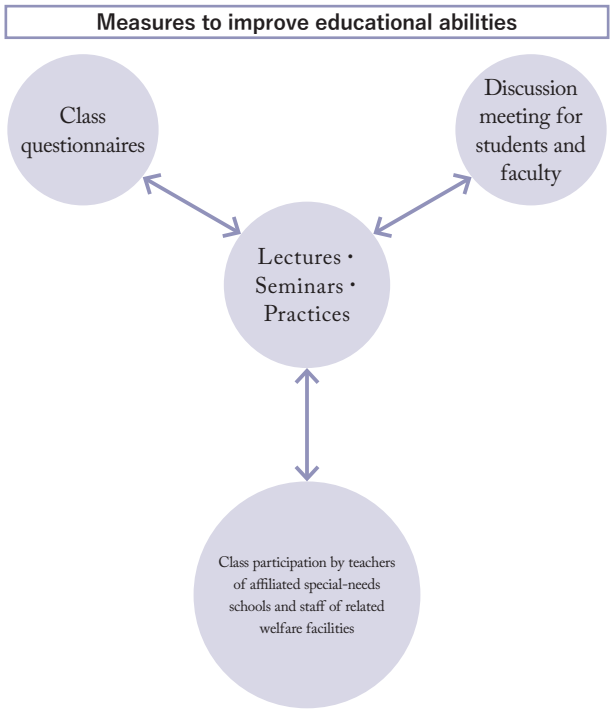


Admission Policy

Desired Student Profile	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.	
Student Evaluation and Selection	Individual Achievement Test First Round	Applicants are comprehensively evaluated on broad fundamental academic ability and foreign language proficiency, in addition to academic achievement in one of the following subjects: Japanese, mathematics, geography and history, civics, or science.
	Individual Achievement Test Second Round	Applicants are evaluated on their broad fundamental academic ability. In addition, written examinations assess skills such as responsiveness, logical reasoning, and clarity of expression.
	Entrance Examination by School Recommendation	Applicants are evaluated on whether they possess academic ability at a certain level (within the top 10% of their high school cohort) or academic ability equivalent to or exceeding the level required to pass the University of Tsukuba's general entrance examinations. In addition, applicants are assessed on whether they have a clear sense of purpose regarding disability science, strong motivation for learning, and suitability for the educational program of the Department of Disability Sciences. Alternatively, applicants may be evaluated based on having a clear awareness of issues related to disability science and outstanding achievements in independent research, extracurricular activities, or social activities related to this field. Furthermore, applicants are assessed on whether they possess international competence, including foreign language proficiency and problem-solving ability, and whether they have sufficient potential to be active internationally in the field of disability science in the future.
	Entrance Examination for IB Students	This admission selects applicants who have a clear awareness of issues and strong motivation to study disability science, and who aspire to engage in activities in the field of disability science from an international perspective.
	Entrance Examination for Foreign School Students	Type 1) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment. Type 2) Applicants are selected based on having interest in and a clear awareness of issues related to disability and various phenomena surrounding disability from a global perspective informed by overseas living experience, as well as the comprehension skills, thinking ability, and Japanese language proficiency necessary to adapt to coursework after enrollment.

Learning Support Framework

Academic Support	– The homeroom teacher understands the student's enrolled courses and credit acquisition status, and checks whether the student's studies are progressing appropriately towards graduation. Based on that, they provide individual advice and guidance on curriculum planning and time management to help students deepen their learning effectively according to their interests and goals. – Checking and support for living conditions: In addition to academic matters, they also address troubles and concerns related to daily life and have established a support system so that students can continue their studies with peace of mind.The homeroom teacher and the student support department collaborate to provide appropriate support as needed. – In classes, writing support and presentation guidance are provided.
Opportunities for Peer Interaction	– In class, when learning the basics of research methods in groups, discussions among students are held to deepen their understanding. By encountering each other's ways of thinking through these discussions, a sense of camaraderie and cooperation is fostered. – The “Disability Science Domain New Student Welcome Party,” mainly targeted at third-year students, provides an opportunity for students in the Disability Science Department, graduate students in the Disability Science Degree Program, and faculty members in the Disability Science Domain to socialize and offer a chance for students to interact in preparation for future research activities.
Opportunities for Student–Faculty Interaction	– The first-year student enrollment of 35 is divided into two classes, and the same teacher serves as the homeroom teacher for all four years. The homeroom teacher provides individual consultations while considering each student's situation and offers continuous guidance and support. – In classes, explanations and guidance are provided on how to proceed with and conduct research during individual and group activities. – Students visit the laboratories or research groups of faculty members they wish to have as supervisors for their graduation research, learn about the faculty members' research topics through individual guidance, and deepen their understanding of the fields they are interested in. – Opportunities are provided so that students can consult with faculty members at any time, even outside of office hours.



Approaches to Assuring and Enhancing Educational Quality

- We will calculate the average score evaluated by teachers for each competence regarding the graduation research, which is the culmination of four years of academic achievement. For competences with relatively low average scores, each faculty member will review whether the course content was appropriate, share this in the “Disability Science Education Meeting,” and exchange opinions.Furthermore, the changes in average scores over the years will also be analyzed and discussed at the same meeting.
- The “Curriculum Specialist Committee” reviews the grade distribution and discusses its appropriateness. The results are also shared at the “Disability Science Education Conference,” where opinions are exchanged and the evaluation methods are examined to improve the grading system.
- Course evaluation surveys are conducted, and the results are provided as feedback to the instructors.Based on the results, the Faculty Development Committee (all faculty members) will review the course content and evaluation methods, and formulate the policy for the next academic year.
- Every year, we have the opportunity to receive feedback from supervisors at training sites and alumni who are active in society.
  The feedback received is reported at the Disability Science Education Conference, where opinions from stakeholders are shared, providing an opportunity to plan educational future visions.