

School of Physical Education, Health and Sport Sciences

■ Bachelor of Health and Physical Education

Educational Objectives

The School of Physical Education, Health and Sport Sciences is designed to cultivate leaders in the physical education/sports world, who are founded on outstanding athletic skills and extensive athletic experience with solid “academic ability, virtue and a healthy body” and can manage organizations adequately and solve all sorts of problems using the general knowledge and the latest scientific findings in physical education, health, sport and coaching.

Graduate Profile	The School of Physical Education, Health and Sport Sciences cultivate human resources equipped with outstanding sports performance, scientific curiosity, and creative practical skills, who can open the forefront domestically and internationally in various fields such as schools, sport administration, sport club operation, health and fitness, local communities, business, and competitive sports.
Career Paths after Graduation / Completion	Graduates find employment in schools (teaching staff), government agencies (national and local public servants), and companies and organizations related to sports and health, as well as in various industries such as manufacturers, trading companies, finance and insurance, transportation and travel, advertising and media, IT and telecommunications, construction and real estate, and services. Some individuals pursue careers as players or staff in professional teams or corporate teams. Additionally, each year approximately 25% of graduates go on to graduate schools both domestically and internationally, furthering their studies as researchers or highly specialized professionals.

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Diploma Policy

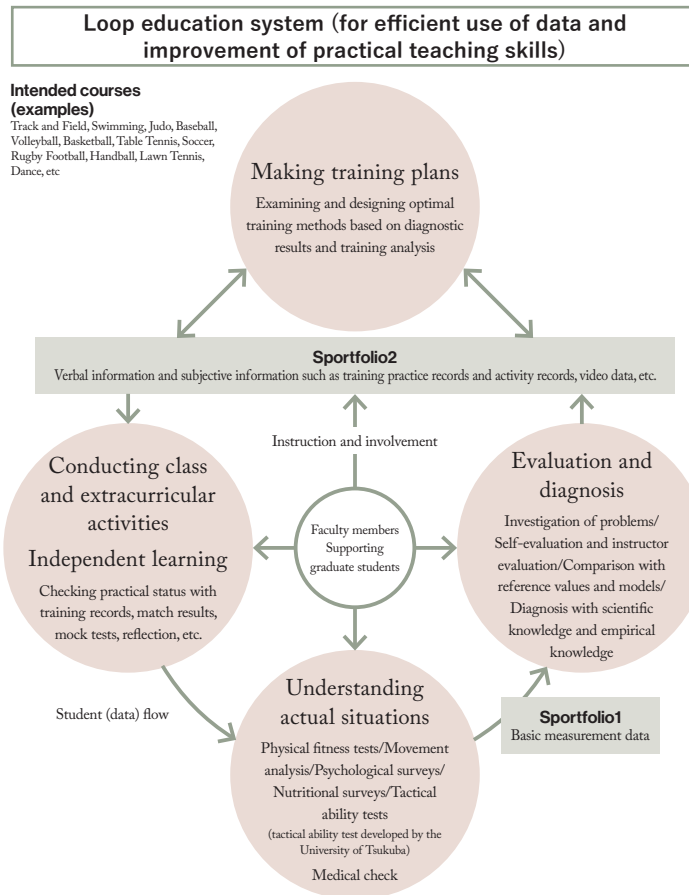
A Bachelor of Health and Physical Education is granted to those who are admitted to have gained the knowledge and skills based on the educational objectives of the undergraduate program at the University of Tsukuba, including both general competences and specialized competences aligned with the objectives of this faculty to develop human resources.

Knowledge and Skills (Specialized Competences)	1. Understanding of Physical Education, Health and Sports Sciences	Acquire a broad knowledge and theory of Physical Education, Health and Sports Sciences, and possess the ability to systematize these in relation to future societal contexts.
	2. Analytical Ability in Physical Education, Health and Sports Sciences	Possesses the ability to identify their own challenges based on scientific knowledge related to Physical Education, Health and Sports Sciences, and work on solving those challenges.
	3. Understanding of health and fitness	Possesses a broad knowledge and theory related to health and fitness, and the ability to systematize them in relation to future society.
	4. Analytical ability in health and fitness	Possesses the ability to identify their own issues and work on solving them based on scientific knowledge related to health and fitness.
	5. Understanding of coaching science	Possesses a broad knowledge and theory of coaching, and the ability to systematize them in relation to future society.
	6. Applied development ability in coaching science	Possesses high athletic ability related to specific types of exercises and coaching skills for athletes, along with basic skills for a wide range of exercises and the ability to instruct beginners.
	7. Career development skills	Understands the philosophy of Jigoro Kano, which are “Maximum efficiency in energy use/Mutual prosperity” and “Education for each person will lead to education for all”, as well as the leadership and communication ability (including foreign language proficiency) required to manage a physical education or sport organization.
Guidelines for Assessing Learning Outcomes	Regarding the competences listed in the Diploma Policy, the corresponding relationships, evaluation criteria, and grading methods for each course are indicated in the syllabus. Each course is assessed through exams (confirmation tests), reports, and regular comment sheets, as well as evaluating the acquisition of competences based on the overall credit acquisition status. Additionally, importance is placed on the graduation research as the culmination of academic achievements, and the acquisition status of knowledge and skills (competences) stated in the Diploma Policy is evaluated through interim presentations in each graduation research area, graduation thesis papers, and final presentations. These are comprehensively reviewed, and ultimately, the final evaluation of learning outcomes based on the degree conferral policies is conducted at the faculty meeting of undergraduate school.	

Curriculum Policy

As a program to acquire the seven competences listed in the Diploma Policy, the curriculum is organized and implemented based on the following policies.

<p>Curriculum Design Framework</p>	<p>General policy The main major is Physical Education. Through lectures, seminars, and practical training on physical education, sports, health, and coaching, students acquire the “academic ability, virtue and a healthy body” necessary for leaders in the field of physical education and sports. At that time, bearing in mind the educational philosophy of Dr. Jigoro Kano, the founder of physical education, we will explore the desired nature of physical education and sports necessary for the society of the future.</p> <p>Course sequence policy In the first and second years, students will acquire fundamental and comprehensive knowledge and skills mainly through basic subjects and specialized basic subjects, theoretical classes in the fields of physical education, sports, health, and coaching, as well as various practical training sessions (including those outside the school). From the third year onwards, students mainly take specialized courses in their field and career support subjects, while studying the latest scientific knowledge in the chosen graduation research area (38 areas) according to their interests, and write their graduation thesis. This is not only the culmination of undergraduate education but also serves as a stepping stone to graduate school admissions.</p> <p>Implementation policy The selection of courses, including the choice of graduation research areas, is left to the autonomy of the students, but a basic curriculum model is created and the learning process is indicated. In this faculty group, problem-solving learning by students is emphasized throughout the entire curriculum, and especially in practical lessons, abundant databases such as video data are prepared to facilitate self-study. Refer to the curriculum map (URL below) for the competences and corresponding subject categories, subject groups, and major subjects. https://www.tsukuba.ac.jp/education/policy-tstandard/ugstandard/pdf/2025/physical-education-health-sport-sciences-c.pdf</p>
<p>Teaching and Learning Methods</p>	<p>In our faculty, we place great importance on practical learning through not only lectures and seminars but also tutorial based learning, seaside class, snow field class, and internships with related organizations. Additionally, learning in the curriculum and participation in athletic club activities are regarded as important educational opportunities, aiming to cultivate the ability to apply theoretical knowledge gained from classroom study to improve one's own and the team's performance, and ultimately to acquire coaching skills necessary for future leadership. Furthermore, through participating in international competitions and interacting with international students and others, we aim to foster an international sense that allows broad activity in society.</p>



Skills to be developed and curriculum structure			
1st year	2nd year	3rd year	4th year
<p>Foundation Subjects for Major (about 40 credits) A group of courses to acquire the minimum basic knowledge and motor functions required for all students who specialize in health and physical education.</p> <p>Courses related to physical education and sports studies (10 credits) Courses relate do coaching studies (4 credits) Courses related to health and human performance studies (10 credits)</p> <p>Practical training and theory (8 credits), etc.</p>		<p>Major Subjects (about 50 credits)</p> <p>Career support courses (10 credits) Group of courses to acquire practical knowledge and skills that are used in the professional field of physical education and sports</p> <p>Courses for each specialized field (10 credits) Group of courses for developing specialized knowledge of the individual specialized studies that make up health and physical education.</p> <p>Courses for the area of graduation thesis (14 credits) Exercises, practical training courses and graduation research to acquire the latest knowledge and research methods in selected research areas</p> <p>Practical exercises courses (3 credits) Group of courses designed to improve practical skills and teaching ability in specialized athletic events</p>	
<p>General Foundation Subjects (about 30 credits) Multidisciplinary Subjects, Foreign Languages, Information Literacy, Japanese, etc.</p>			
<p>Teaching Profession</p>			

Admission Policy

<p>Desired Student Profile</p>	<p>We seek candidates who are strongly interested in the realms of physical education, health, sport and coaching and have the enthusiasm and motivation to further increase the athletic skills that they have acquired as well as associated knowledge, in addition to learning more and expanding the athletic experience, and to contribute to make domestic and international strides in physical education and sport.</p>	
<p>Student Evaluation and Selection</p>	<p>Individual Achievement Test First Round</p>	<p>Students who possess excellent academic and athletic abilities and are expected to excel in the fields of physical education, health, sport and coaching will be selected by equally evaluating both academic and athletic abilities.</p>
	<p>Entrance Examination by School Recommendation</p>	<p>Individuals with outstanding skills in a specific sport who can succeed in the fields of physical education, health, sport and coaching will be evaluated, focusing primarily on athletic skills along with academic ability within this school group.</p>
	<p>Entrance Examination by Admissions Center</p>	<p>The proactive use of scientific knowledge related to sports and logical thinking skills will be evaluated, as well as the multifaceted assessment of particularly excellent skills and outstanding efforts in a single athletic event based on those skills.</p>
	<p>Entrance Examination for IB Students</p>	<p>Academic ability, athletic ability, and international qualities will be evaluated comprehensively, of those with a strong interest in the fields of physical education, health, sport and coaching, who are capable of playing an active role internationally in these fields in the future.</p>
	<p>Entrance Examination for Foreign School Students</p>	<p>Type 1) Strong interest in physical education, sports, and health, along with thinking ability, basic Japanese language skills, high English proficiency, and excellent athletic ability will be evaluated comprehensively. Type 2) Strong interest in physical education, sports, and health, along with basic academic skills related to health and physical education, high English proficiency, Japanese language skills, and excellent athletic ability will be evaluated comprehensively.</p>

Learning Support Framework

<p>Academic Support</p>	<p>On the second floor of the 5C Building in the Physical Education and Arts Area, which is mainly used by students of our school group, we have established the “Student Commons for Athlete” to promote language learning and international communication, and the “Physical Education Teacher Support Room” for guidance related to teacher employment examinations, thereby supporting more effective learning. Also, in the autumn semester of the first year, there is a course called “Tutorial for Physical Education, Health and Sport Sciences” where students find an academic issue they want to explore on their own at the university, plan how to proceed with their inquiry, and attempt the exploration while conducting literature surveys and interviewing faculty members. In this course, tutor instructors provide consultation and advice regarding the inquiry process.</p>
<p>Opportunities for Peer Interaction</p>	<p>In addition to daily lectures, exercises, practical training, and sports club activities, for example, the “Graduation Dance Performance” organized by the Dance Studies research area also serves as a valuable interaction opportunity for students. Every year, hundreds of students gather for this performance beyond grade levels and specialized competitions or events, creating an original and powerful stage together with new friends. Also, many students participate in various sports events hosted by the Bureau of Physical Education and Sport (such as “TSUKUBA LIVE!”), gaining opportunities to put the knowledge they have learned into practice.</p>
<p>Opportunities for Student–Faculty Interaction</p>	<p>In addition to the teachers responsible for each subject, there are rich opportunities for interaction with homeroom teachers, advisors for graduation research fields, and teachers involved in sports club activities (such as advisers, club leaders, supervisors, and coaches). Moreover, through the meeting involving faculties and student representatives, a forum is provided for exchanging opinions between teachers and students. Overall, about 120 faculty members in charge of this academic group support the learning of each student from multiple angles.</p>

Approaches to Assuring and Enhancing Educational Quality

To improve students' motivation to learn, we set the views and criteria for grading and clearly show them in the syllabus. This allows faculty members and the students have common understanding on class operation and grading.

In particular, the Curriculum Committee and the FD Committee conduct evaluations related to students' learning outcomes and course surveys to verify the validity of the curriculum and the appropriateness of instruction.

In order for students and faculty to mutually confirm the status of acquisition of a wide range of practical skills, teaching abilities and academic knowledge and skills, and to clearly understand the direction of education and learning, we have established a system where practical skill tests are conducted to support the improvement of each student's athletic and teaching abilities.

Exercises are conducted in collaboration with graduate students as a part of high quality classes while encouraging the students to continue study at the graduate school.

Training sessions and other events are carried out in collaboration with external organizations that have agreements with the University with an aim to raise awareness of students in international cooperation and development.