

Educational purpose

Our goal is to develop personnel with enriched intelligence, international mindsets, superior communication skills, and profound understanding of different cultures as well as their own cultures. Such personnel will be able to truly play an active and vigorous part in global society. They will acquire highly advanced knowledge at all times and in all places within diverse academic fields focused on culture and the humanities.

College of Japanese Language and Culture

■ Bachelor of Arts

■ Bachelor of Arts in Japanese Language Education

Educational purpose

We foster persons who are able to comprehensively understand linguistic and cultural phenomena in Japan from a global viewpoint. In this way, after foreseeing a society of multicultural coexistence, such persons can share issues with persons from different backgrounds with different languages and cultures, as well as next-generation persons, and they can solve such issues together.

Desired students

Persons with vigorous intellectual curiosity who have a clear awareness of the issues related to Japanese language, Japanese culture, and the nature of a society of multicultural coexistence, as well as abilities for responding to such issues, are desired.

Measures to ensure and improve the quality of education

Based on class evaluation conducted by students, all faculty members make “class improvement plans,” which are opened to public. Through these processes, we create a continuous feedback system for improving the curriculum and class contents.

Activities and educational achievements of the colleges are reported to public through such media, such as our website, Facebook and Twitter.

Students and faculty members are encouraged to have opinion exchange opportunities, such as regularly held class liaison committee meetings and college-organized lunch meetings.

Taking advantage of our small class sizes, the college encourages close interaction between students and faculty members and provides detailed instruction and guidance in practical training and thesis seminars.

The class advisor system, in which one faculty member serves as the advisor to the students through all years from the first to fourth year, makes continuous support available for each student in his/her academic and daily life.

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

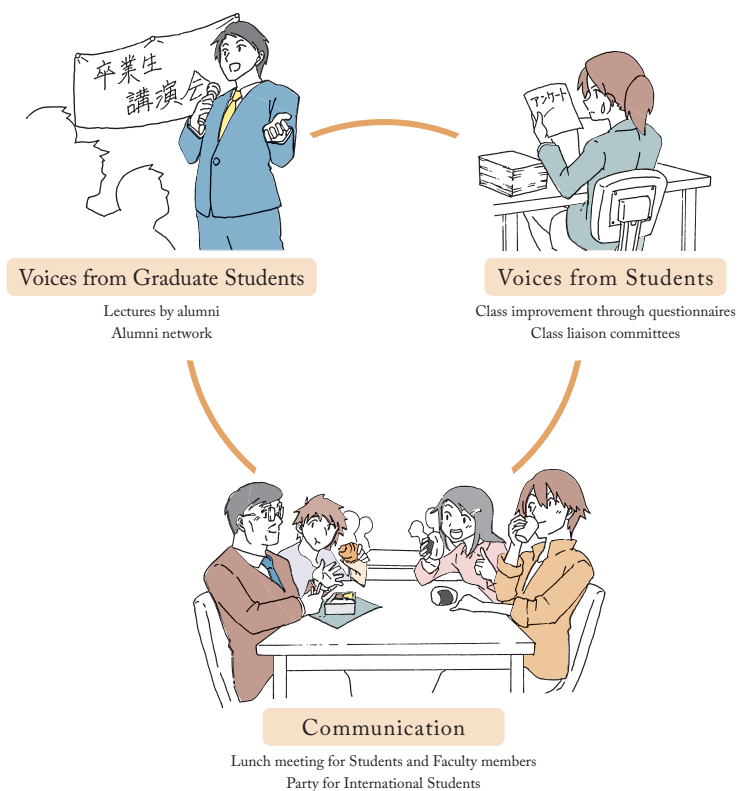


Illustration: Based on Daiya Hashimoto (student, College of Japanese Language and Culture)

Bachelor of Arts

Diploma Policy

Students acquire knowledge and abilities (Generic Competences) to be learned based on educational purpose for undergraduate degrees at the University of Tsukuba as well as knowledge and abilities (professional competences) to be learned based on the educational purpose of our school and college. We grant diplomas for Bachelor of Arts to persons whose learning outcomes have achieved the following goals.

Students have acquired specialized knowledge (e.g., in Linguistics, Japanese Language Education, Cultural Anthropology, the Study of History, and Literature) and analytical abilities for comprehensively understanding language and culture phenomena in Japan from a global standpoint.

Students have acquired abilities for solving issues among different cultures and practical social skills that allow them to share issues with persons with different backgrounds with different languages and cultures, as well next-generation persons, and they are able to solve such issues together.

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.

General policy

We use a single major system that allows all students to extensively learn knowledge related to Linguistics, Japanese Language Education, Cultural Anthropology, the Study of History, Literature, and the like. We also offer not only education about knowledge but also class subjects focusing on practicality for leaning via practical training sessions and internships. Moreover, we have organized curricula so that students are able to understand the nature of multicultural coexistence through daily learning opportunities as well as onsite through the following measures. Related measures are international training for students to learn overseas, joint classes for joint investigation and research with foreign exchange students, and tutoring systems for supporting foreign exchange students.

Course sequence policy

The first year: Students widely learn Foundation Subjects for Major from among Common Foundation Subjects and study at other colleges. In this way, students discover and determined their own specialized fields.

The second year: We aim to require students to acquire well-balanced knowledge related to Linguistics, Japanese Language Education, Cultural Anthropology, the Study of History, Literature, and the like, through Major Subjects. Moreover, we foster an awareness of the issues concerning students' own languages and cultures that they encounter through coming into contact with different languages and cultures in practical subjects, such as by practical training sessions, joint classes with foreign exchange students, and international training. At the same time, students can acquire foreign language abilities (in particular, in English) that allow them to conduct

research and dispatching activities through specialized English.

■ The third year: Students acquire comprehensive and more advanced knowledge and study research methods for setting graduation research themes while learning about more specialized subjects through seminars, etc. Moreover, in practical subjects, such as practical training sessions, students deepen their awareness of the issues and improve abilities for application and practical solutions.

■ The fourth year: We aim at enhancing overall analytical abilities with the entirety of character and integration of problem discovery and solution abilities through writing a Graduation Thesis.

Implementation policy

■ We hold explanatory meetings by grade and provide periodic overall guidance regarding curricula.

■ We have established integrated seminars for the third year and we provide guidance so as to create bridges from the learning of Major Subjects to the creation of a Graduation Thesis. While making use of the specialties of the faculty members through

group guidance comprising multiple faculty members, we offer overall research guidance.

■ We aim at acquisition of practical communication abilities and abilities for resolution of issues through overseas international training and internships and Fieldwork Practicum, and further classes for international literacy, etc.

Policy for evaluation of learning outcomes

We evaluate students' abilities and independence in a multifaced manner by determining methods for evaluation according to the patterns of classes through a combination of direct and indirect evaluation. Moreover, we understand and evaluate competences acquired by students by year, which is of use for improvement of students' learning plans.

Characteristics

Through general seminar on teacher education led by multiple instructors, students develop the ability to examine a single event or issue from multiple perspectives and sterically. Also, international and collaborative courses provide students with practical learning of various actual measures taken to cope with issues that are really happening.

Structure of competencies to be developed and curriculums

		1st year	2nd year	3rd year	4th year
Major Subjects	Integration of comprehensive analytical skills with problem finding and solving skills			Introduction to Integrated Seminar, Integrated Seminar I, II	Seminar in Graduation Thesis UI, Graduation Thesis
	Ability to share issues with people from diverse backgrounds and solve the problems together				
	Expertise to comprehensively understand linguistic and cultural events in Japan from a global perspective			Courses in international issues and collaboration Joint Research, Practicum through Dialogue, Practicum, Fieldwork Practicum, International Practicum, Internship, etc.	
Foundation Subjects for Major				Japanese language courses Japanese Phonetics and Phonology, Japanese Grammar, Japanese Lexicon, Japanese Pragmatics, Japanese Discourse, Language and Culture, Analysis of Japanese Corpus, etc.	
				Multicultural coexistence/Japanese language education courses Pedagogical Grammar of Japanese, Skill Development in Japanese Language Education, Japanese Language Education Psychology, Japanese Language Education Overseas and Japanese Studies, Multicultural Japan, etc.	
				Japanese culture courses Cultural Exchange in Modern Japan, Religion and Folkart in Japan, Japanese Language Teaching and Japanese Literature, Chinese Literature and Japanese Literature, World Literature and Japanese Literature, Studies of Culture and Representation, etc.	
General Foundation Subjects				Major Subjects in College of Humanities, College of Comparative Culture, and Sociology major of College of Social Sciences	
	Development of basic knowledge and clear awareness of issues related to the Japanese language and culture, as well as multicultural society		Special Seminar in Japanese Language Education, Language Studies Abroad	Technical English A,B,C	
			Research Methods of Japanese Language and Culture, Foundation Subjects for Major in College of Humanities, College of Comparative Culture, and Sociology major of College of Social Sciences		
General Foundation Subjects			Interdisciplinary Subjects		
	Discovery and positioning of specialized fields from a broad perspective			Common Foundation Subjects	
				Specific Foundation Subjects	

Bachelor of Arts in Japanese Language Education

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Students have acquired specialized knowledge (e.g., in Linguistics, Japanese Language Education, Cultural Anthropology, the Study of History, and Literature) and analytical abilities for comprehensively understanding language and culture phenomena in Japan from a global standpoint.

Students have acquired abilities for solving issues among different cultures and practical social skills that allow them to share issues with persons with different backgrounds with different languages and cultures, as well next-generation persons, and they are able to solve such issues together.

Abilities to use their specialized knowledge in leading corporate and civic activities as a leader of the local communities have been earned.

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 Japanese Language Education.

General policy

We use a single major system that allows all students to extensively learn knowledge related to Linguistics, Japanese Language Education, Cultural Anthropology, the Study of History, Literature, and the like. We also offer not only education about knowledge but also class subjects to develop practical and leadership skills for leaning via practical training sessions and internships.

Moreover, we have organized curricula so that students are able to understand the nature of multicultural coexistence through daily learning opportunities as well as onsite through the following measures. Related measures are international practicum overseas and collaborative classes in which students from diverse linguistic and cultural backgrounds conduct surveys and research together.

Course sequence policy

First year: Students take intensive Japanese language classes for the first six months after admission, and then by taking common courses and a wide range of Foundation Subjects for Major from the curricula of other colleges, students will discover and position their own specialized fields of study from a broad perspective.

Second year: Through the courses for the specialized field, students aim to acquire a balanced knowledge of linguistics, Japanese language education, cultural anthropology, history, literature, etc. Through practical training, International Practicum, and other domestic and international study activities students will develop an awareness of issues related to the Japanese language and culture from a broader perspective. Through specialized English courses, students will

acquire foreign language skills (especially English) that will enable them to conduct research and publish the results.

Third year: While taking more specialized courses such as practical classes, students acquire comprehensive and more advanced knowledge and research methods in order to set a theme for their graduation research. Through practical training such as the Japan-Expert Internship Program, students deepen their awareness of problems and improve their applied, practical, and leadership skills for problem solving.

Fourth year: Through the writing of a graduation thesis, students enhance their holistic and comprehensive analytical skills with an aim to integrate their problem finding and solving abilities.

Implementation policy

Japanese language education coordinators are assigned to support students in their studies. We hold explanatory meetings by grade and provide

periodic overall guidance regarding curricula.

We have established integrated seminars for the third year and we provide guidance so as to create bridges from the learning of Major Subjects to the creation of a Graduation Thesis. While making use of the specialties of the faculty members through group guidance comprising multiple faculty members, we offer overall research guidance.

We strive to provide information to students by holding information sessions on practical training and internships, and we also work hard to obtain scholarships to cover the costs of participation.

Policy for evaluation of learning outcomes

We evaluate students' abilities and independence in a multifaced manner by determining methods for evaluation according to the patterns of classes through a combination of direct and indirect evaluation. Moreover, we understand and evaluate competences acquired by students by year, which is of use for improvement of students' learning plans.

Structure of competencies to be developed and curriculums

