

Four-year educational plan

The following describes the educational objectives of the University's teacher certification courses from the standpoint of what will be taught over each course's four years and what students will study during that time. However, the information provided here applies to common elements of the courses that apply to all students, regardless of the subject in which they get their license. In addition to what is described here, students will need to take classes in various schools and graduate schools over the course of their four-year program depending on the subject in which they are seeking a license. The courses need not be completed in four years, but students do not need to complete their components in the order presented here. This document is intended only to sketch a general outline of the educational content and plan that characterize the University's teacher certification courses.

First- and second-year students

- 1) Students will gain an overall understanding of the teaching profession and of the University's teacher certification courses, which will culminate in their earning of a teacher's license, and articulate an awareness of course goals through teacher certification course guidance offered in April.
- 2) In General Practice, students will provide support for peripheral activities, for example by assisting with events, for at least 30 hours at schools and other educational facilities located close to the University. The purpose of this course is to give students an overall understanding of how schoolteachers actually work and to help them gain self-awareness and a sense of responsibility with regard to their actions as a teacher. Students will also come to realize the importance of the skills and attitudes needed to operate a school while communicating in a cooperative and conciliatory manner.
- 3) Students will master the content of subjects defined by ordinances issued by the Ministry of Education, Culture, Sports, Science and Technology (for example, the Japanese constitution and physical education).
- 4) Students will master the foundation and fundamentals of the knowledge they will need as teachers by taking courses related to the teaching profession, specifically courses related to the significance of teaching, basic educational theory,

curriculum planning and instructional methods, and student instruction, educational counseling, and career path instruction. (These courses may be taken over the course of students' four years of study, but several must have been completed before students may participate in student teaching.)

Third-year students

- 1) Students seeking a license to teach in junior high school will gain experience in nursing care and related topics at a social welfare or similar facility (for five consecutive days) and at a special-needs school (for two consecutive days). Through the experience of interacting with teachers and students at a variety of facilities at which they have had no prior experience, they will learn about the educator's philosophy of service and methods of assistance. They will become actively involved with people in the field and acquire the skills and attitudes needed to think about and solve problems independently, autonomously, and actively. To make the most of these experiences, they must participate in an orientation session and master the proper attitude as well as the minimum necessary knowledge and skills required by each facility.
- 2) Students will take a course on pedagogical methods and learn flexible methods of instruction targeting a variety of students based on knowledge in subjects that they have acquired through their specialized education.
- 3) Students will negotiate their own acceptance at the school where they will practice teaching as student teachers the following year (typically the school they attended), obtain the school's informal agreement, and start preparing to actually teach.

Fourth-year students

- 1) Students will practice teaching as student teachers. They will go to their host school, where they will teach classes and offer lifestyle guidance as student teachers. In addition, they will observe other teachers' classes and participate in a variety of activities such as extracurricular activities and school events. Students seeking a senior-high-school teaching license must work as student teachers for at least two weeks, and those seeking a middle-school teaching license must do so for at least three weeks.

Before beginning their stint as student teachers, students will receive preparatory guidance to verify that they have mastered the knowledge, skills, and attitudes required of student teachers. Afterwards, they will undergo a debriefing to relativize their own experience, reflect on what they have gained from their practice teaching experience and what inadequacies they need to overcome in order to review their own future issues as teachers who will continue to learn.

- 2) Students must satisfy all requirements regarding courses related to the teaching profession, except the Teaching Practicum.
- 3) Students will take the Teaching Practicum as the capstone of their teacher certification course. This course consists of at least 22 hours of field experience (Teaching Practicum A) and a workshop (Teaching Practicum B). In the A portion of the course, students will work with a nearby school board or other entity to gain experience at a different type of school or in a different type of educational setting than they experienced during their student teaching, thereby deepening their practical skills and attitudes for instructing students while broadening their experience and working with colleagues. Since they will already have completed their student teaching, students can expect to play a more central role than they did when assisting in instruction as part of General Practice. In the B portion of the course, students will seek to improve and complete the fundamentals in terms of their knowledge, skills, and attitudes as a teacher by taking an inventory of their strengths and weaknesses with a teaching profession chart and participating in a workshop to address them. Then they will reaffirm the importance of becoming teachers who will continue to learn.