

# School of Physical Education, Health and Sport Sciences

## ■ Bachelor of Health and Physical Education

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### ■ Educational purpose ■

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.

### ■ Desired students ■

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.

## Measures to ensure and improve the quality of education

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.

Led by the FD Committee of the School of Physical Education, Health and Sport Sciences, class evaluations by students and class observations by faculty members are conducted. The results are fed back to the class instructor as basic data for improving classes. Videos of practical skills and basic study content are uploaded to specific websites so that students can study on their own at any time.

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.

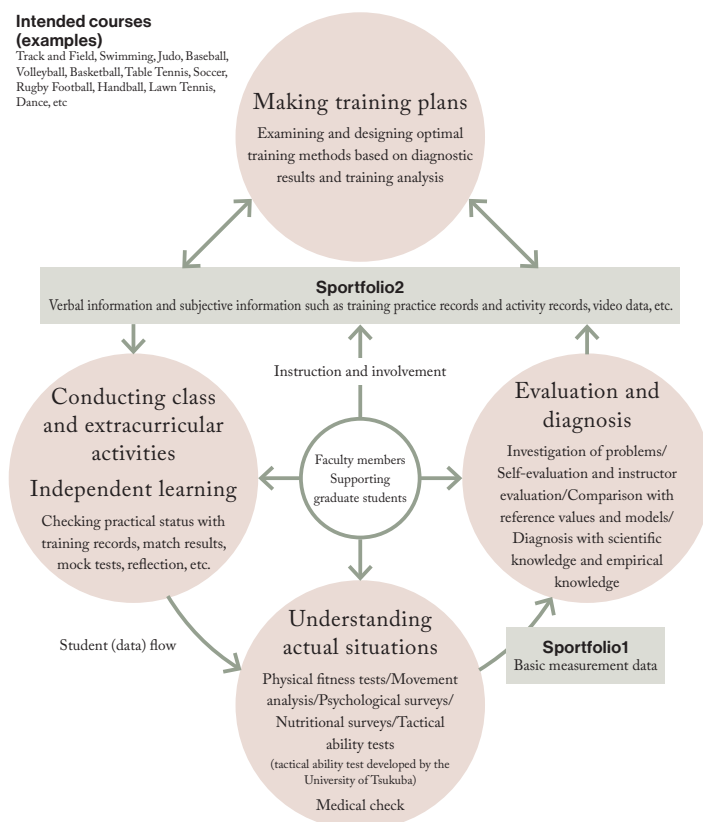
Exercises are conducted in collaboration with graduate students as a part of high quality classes while encouraging the students to continue study at the graduate school.

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.

### Loop education system (for efficient use of data and improvement of practical teaching skills)

#### Intended courses (examples)

Track and Field, Swimming, Judo, Baseball, Volleyball, Basketball, Table Tennis, Soccer, Rugby Football, Handball, Lawn Tennis, Dance, etc.



# Bachelor of Health and Physical Education

## Diploma Policy

A Bachelor of Health and Physical Education is granted to those who are admitted to have gained the knowledge and ability (Generic Competences) that should be gained based on the curriculum targets stipulated for the University of Tsukuba's undergraduate degree programs and have reached the following achievement targets in their learning outcomes based on the educational purpose for the School.

■ Possess the basic skills in extensive areas of sport and the instructing ability for beginners.

(Relevant competences: Understanding of coaching science, Ability to apply and develop coaching science)

■ Capable of high performance in a specific sport and possesses the instructing ability for athletes

(Relevant competences: Understanding of coaching science, Ability to apply and develop coaching science)

■ Possesses extensive knowledge and theory of physical education, health, sport and coaching as well as the ability to systematize them in relation to the future society.

(Relevant competences: Understanding of physical education and sports science, Understanding of health and fitness, Understanding of coaching science)

■ Possesses the ability to identify one's challenges and work on solving them on the basis of scientific findings in physical education, health, sport and coaching.

(Relevant competences: Analytical skills in physical education and sports studies, Ability to analyze health and fitness studies, Ability to apply and develop coaching science)

■ 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.

(Relevant competences: Career development skills)

## 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 Health and Physical Education.

### General policy

The School has only one major, which is Health and Physical Education. Students gain solid academic ability, virtue and a healthy body required for the leaders in the physical education/sports world through the learning of knowledge and philosophy about physical education, health, sport and coaching, the practice of sport and the seminars for health science. Including the studies on the philosophy of Jigoro Kano, the founder of physical education, students also pursue the way how physical education and sport need to be in the society from now on.

### Course sequence policy

■ In the first and second years, students take Foundation Subjects for Major predominantly, and gain fundamental and general knowledge and skills through theoretical classes involving the realms of physical education, health, sport and coaching and practical classes such as a marine seminar. The classes also include the studies of the philosophy and actions of Jigoro Kano. In addition, students are engaged in the learning to analyze their own challenges in the practice of sport based on scientific data. According to the outcomes of this learning, each student designs a course plan and training and works on solving their challenges by creating a program for this purpose.

■ In the third year, with the self-evaluation and check of the practical skills and class study skills that have been acquired so far, students learn more specialized theory as to physical education, health, sport and coaching in relation to the society to further improve knowledge, skills and instructing ability. In addition, to academically pursue a theme that highly interests each student, the completion of a diploma thesis is required in the

third and fourth years. For this thesis, students select a theme from one of the diploma research realms (38 realms) and learn the latest scientific findings of the area. This requirement is an achievement of School education, and at the same time serves as a stepping stone to study in a graduate school.

#### Implementation policy

Including the selection of the realm for diploma research, the selection of class subjects is left up to the autonomy of each student, while the learning process is presented with the basic learning models. The School places emphasis on the issue-solving learning that is carried out by students throughout the curriculum, and especially, practical classes provide rich databases such as video data to allow students to autonomously learn.

#### Policy for evaluation of learning outcomes

As the School overall, the achievements of School learning outcomes are evaluated with the credits

earned, diploma research, GPA and the acquisition of licenses or qualifications. As for the class subjects, the achievements of learning outcomes are evaluated from the results of exams, reports and every comment paper in light of the purposes and achievement targets of each class defined in the syllabus.

#### Characteristics

In the summer, students are provided with opportunities to receive lectures in English from researchers visiting from abroad, as well as to communicate with students from abroad. In addition, the School values education through extracurricular athletic club activities. In the extracurricular activities, while students improve their own athletic abilities, they also learn highly specialized scientific teaching methods. The School also aims to foster students' well-rounded humanities and attitudes that contributes to international activities.

Skills to be developed and curriculum structure			
1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
<b>Foundation Subjects for Major (about 40 credits)</b> A group of courses to acquire the minimum basic knowledge and motor functions required for all students who specialize in health and physical education.		<b>Major Subjects (about 50 credits)</b>	
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)  Practical training and theory (8 credits), etc.		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	
		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.	
		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	
		Practical exercises courses (3 credits) Group of courses designed to improve practical skills and teaching ability in specialized athletic events	
<b>General Foundation Subjects (about 30 credits)</b> Multidisciplinary Subjects, Foreign Languages, Information Literacy, Japanese, etc.			
<b>Teaching Profession</b>			