

## **Nishikyushu University**

### **Curriculum Policy**

#### *Policy for the Organization of Curricula for Undergraduate Degrees*

1. In order to achieve the educational objectives of its faculties and departments, Nishikyushu University shall establish necessary lectures and courses and systematically organize an educational curriculum.
2. In organizing its curriculum, Nishikyushu University shall teach the arts and sciences related to the specialist areas of the majors in each Faculty. The University shall also cultivate the broad and deep study of the liberal arts and general decision making and shall take care to foster appropriate training for secure human abilities.

#### *Policy for the Management of Curricula for Undergraduate Degrees*

1. In order to clarify how the required knowledge and abilities for graduation listed in the Diploma Policy are organized within the educational curriculum, Nishikyushu University shall take care to explain in simple terms in the relevant syllabi how the knowledge and abilities taught in the curriculum relate to the Diploma Policy and also the means by which these various types of knowledge may be obtained through the curriculum.
2. In promoting the active desire to study of each student, Nishikyushu University shall provide preparatory lessons, review lessons and opportunities for learning outside of lecture times. The University shall also provide challenging opportunities for active learning beyond the campus.
3. Nishikyushu University shall establish a curriculum policy in which students can themselves evaluate whether they have reached their own objectives, can themselves choose the necessary courses, and can plan their own course of lectures.
4. In order to ensure the impartiality and transparency of the grading process, Nishikyushu University shall evaluate grades by marking based on the published aims and objectives of each course and shall conduct manifold evaluations in order to guarantee the objectivity of the grading process.

## **Faculty of Health and Nutrition Sciences**

### **Department of Health and Nutrition**

#### **Curriculum Policy**

- The core of the curriculum is divided into two courses- Basic and Specialized. The Basic Course includes subjects which aid understanding: Society and Health; Structure and functions of the human body and the constitution of disease; Food and Health. The Specialized Course is based on General Nutrition Science and Applied Nutrition Science, and Nutrition Education Theory, which is basis for working as a Dietician, as well as Clinical Nutrition Science, Public Nutrition Science and School Lunch Management Theory, which are the basic fields for a Registered Dietician.
- Furthermore, after completing these compulsory subjects, as an introduction to becoming a professional and to experience/understand the work of a Registered Dietician, students will study Introduction to Health and Nutrition Science.
- In 2<sup>nd</sup> and 3<sup>rd</sup> years, the aim is for students to have practical training of Nutrition and Care Studies by going out into the local community. For this purpose, courses such as Health and Nutrition Science Seminar I and II are offered as part of the Department's Basic Course. These subjects are offered so that the students will gain knowledge and have the ability to use it in the workforce after graduation.

## **Faculty of Health and Welfare**

### **Department of Social Welfare Sciences**

#### **Curriculum Policy**

- Based on social welfare science, to which adjacent disciplines such as sociology, jurisprudence, psychology and medicine are applied, lectures shall be established in order to acquire practical knowledge and skills on human services.
- In order to obtain professional qualifications demanded in the field of social welfare (social welfare worker, care worker, psychiatric social worker, clinical psychologist, and teaching credentials in high school social welfare course), lectures shall be established.
- In order to acquire practical ability applicable to welfare practice, practical trainings and exercise classes shall be established.
- In order to enhance awareness of the problems in human environment or local society and cultivate logical thinking and communication skills, small-sized seminars shall be established.

## **Faculty of Health and Welfare**

### **Department of Sports, Health and Welfare**

#### **Curriculum Policy**

- In order to gain an understanding of the mechanism of the physical movement, the course is based on Kinetics, Physiology, the Structure and function of the human body/constitution of disease.
- In order to learn how to measure, evaluate and analyze the body's movement scientifically, the course is based on Exercise Test, Measurement and Evaluation.
- In order to gain the necessary basic knowledge to work as a specialist in Health Sports, the course is based on Lifelong Sports Theory, Health Building Strength Theory, Recreation Support Theory, and so on.
- For students to obtain necessary Supportive Techniques to become a professional who practices Health Sports, the course includes a Movement Method Seminar and a Recreation Support Theory Seminar.
- In order to gain professional experience and gain specialized knowledge for Health Sports for the elderly and the disabled, courses such as Adapted Sports Theory and Health and Sports for the Elderly will be established.
- In order to promote learning of Life Assistance Method for various people in the community, courses such as Modern Society and Welfare, the General Theory of Life Assistance, Universal Design, Healthy Life and Welfare Techniques will be established.
- In order for gain an understanding of knowledge and to become a qualified Health and Physical Education teacher, Basic Education Theory, Educational Methods for Health and Physical Education Science and Practical Teaching courses will be established.

**Faculty of Rehabilitation Sciences,  
Department of Rehabilitation Sciences  
Curriculum Policy**

- Lectures on anatomy, physiology, kinematics, plastic surgery, psychiatry, geriatrics and other subjects shall be established to understand the structure and function of the human body and disease and disability.
- In order to promote learning of basic knowledge on evaluation and treatment that are necessary for a specialist profession, the departments of physiotherapy and occupational therapy shall both establish lectures on evaluation and treatment.
- In order to design holistic, general and professional evaluations and practice, physiotherapy and occupational therapy courses shall be established for each field and disease.
- In order to promote learning of communication skills for collaboration with other professions as well as professional coping behavior and support skills, lectures shall be established on human relations and practical training and clinical placements shall be established for physiotherapy and occupational therapy for each field and disease.
- In order to promote a consideration for human lifestyles and human rights and to encourage an interest in a wide variety of cultures and world views, lectures shall be established on health and welfare and on occupation and lifestyles.

## **Faculty of Children's Studies**

### **Department of Children**

#### **Curriculum Policy**

- With Education Studies such as Human Development and The Way of Educating, and Early Childhood Studies such as Infant/Child Development and The Way of Supporting as the nucleus of the curriculum, knowledge from related fields such as psychology, welfare, health shall be applied to establish multi-disciplinary and general lectures.
- Practical training and active learning courses shall be established with the aim of practical utilization of the knowledge obtained from classroom lectures.
- Individual learning support for students and small seminar-type supervisions shall be established in order to foster the autonomous learning of students.
- In order to gain a deeper understanding of children from all angles, the curriculum is structured so that students can obtain qualifications such as Elementary School teacher, Early Childhood teacher and Child Care teacher.

## **Faculty of Children's Studies**

### **Department of Psychological Counseling**

#### **Curriculum Policy**

- With clinical psychology as the nucleus of the curriculum, knowledge from related fields such as special needs education, medicine, child care and welfare shall be applied to establish broad multi-disciplinary and general lectures that deepen understanding of clinical psychology.
- Practical training and active learning courses shall be established with the aim of practical utilization of the knowledge obtained from classroom lectures.
- Courses shall be established to meet the requirements for professional qualifications (including certified psychologist, special needs school teacher, high school teacher's license (civics) and social welfare manager) in order to guarantee the quality of psychological counselors who can contribute to regional society.
- From matriculation through to graduation, individual learning support for students and small, seminar-type supervisions shall be established in order to foster the autonomous learning of students through the attentive supervision of academic tutors.

## **Graduate School Curriculum Policy**

### *Policy for the Organization of Curricula for Graduate Degrees*

1. Nishikyushu University Graduate School shall establish the class subjects necessary to achieve its educational philosophy and purpose, and shall organize the curricula systematically.
2. When organizing the curricula, the graduate school shall teach research techniques to support human lives in local society, and lectures shall be appropriately established in order to acquire specialized knowledge and skills necessary for working as a professional expert related to each course.

### *Policy for the Management of Curricula for Graduate Degrees*

Nishikyushu University Graduate School shall present course registration models to show a clear outline of how knowledge and ability are to be acquired for postgraduate degrees, as defined by policy for academic degrees and developed in the curricula.

## **Graduate School**

### **Health and Nutrition Science Course**

#### **Curriculum Policy**

##### *Policy for the Organization of Curricula for Graduate Degrees*

The Health and Nutrition Science Course shall nurture students to become highly specialized technicians able to assist lives using practical nutrition skills using Health and Nutrition Science as a basis. This course is structured so that students will use their basic knowledge of nutrition as a base, aiming to be able to give individual nutritional care from analyzed data, as well as being able to understand specialized fields from various types of jobs and being able to carry out comprehensive nutritional care.

- By studying Life Assistance Science Special Theory with students from different graduate courses, students will obtain the ability to see Life Assistance Science from a comprehensive stance.
- In order to obtain a deeper knowledge of undergraduate studies, courses will be established covering a wide range of basic and specialized fields.
- On a parallel to the above courses, students will chose a research topic, gain knowledge about research methods as well as being guided by academic staff to plan, carry out and write a graduation thesis.
- This course is established so that students will be a part of the entire educational process by becoming teaching assistants and assisting with course material development and teaching methods.

##### *Policy for the Management of Curricula for Graduate Degrees*

A curriculum model shall be presented in order to understand which courses shall be taken in order to complete the requirements.

## **Graduate School**

### **Health and Welfare Sciences Course**

#### *Policy for the Organization of Curricula for Graduate Degrees*

1. Courses shall be established to study the basics of life supporting sciences through lectures on the principles and systems of social welfare sciences, research methods and related disciplines.
2. Courses shall be established to analyze, examine and investigate life supporting sciences by taking lectures on social welfare policy, practical social work, various fields of practice and related disciplines, and to enhance practical skills necessary for social welfare professions from an extensive practical perspective.
3. Courses shall be established to acquire research skills for life supporting sciences based on social welfare sciences with the aim of producing a thesis for the master's degree.

#### *Policy for the Management of Curricula for Graduate Degrees*

The Health and Welfare Sciences Course shall present course registration models to show a clear outline of how knowledge and ability to be acquired for postgraduate degrees, defined by the diploma policy for academic degrees, are developed in the curricula.

**Graduate School**  
**Clinical Psychology Course**  
**Curriculum Policy**

*Policy for the Organization of Curricula for Graduate Degrees*

The Clinical Psychology Course shall organize its curriculum into four fields, namely “General Education”, “Basic Disciplines”, “Developmental Disciplines” and “Research Practical Training”. These four fields shall serve to educate students in advanced knowledge and practice for the purpose of cultivating a strong ethical view and a rich understanding and support of human beings as well as the ability to conduct research in clinical practice and to work as “professionals who advise and support matters of the mind”.

The Clinical Psychology Course has been certified as a Type 1 Designated Graduate School by the Japanese Certification Board for Clinical Psychologists and the Course has established both core and elective curricula required for the Clinical Psychologist qualifying exam within the “Basic Fields” and the “Development Fields”.

*Policy for the Management of Curricula for Graduate Degrees*

In concrete terms, graduate students shall focus on their chosen field, taking 2 credits in the core curriculum, 8 subjects and 16 credits in basic fields, between 14 and more than 5 subjects and more than 10 credits in development fields, and 8 credits in research seminars to make a total of more than 36 credits. After necessary research supervision, students shall write a master’s thesis and shall have met all credit requirements after they have passed the final exam relating to the evaluation of that thesis. In order to promote systematic education in clinical psychology, the Course shall establish a curriculum that enables a professional study of advanced knowledge and techniques across the three fields of clinical educational psychology, clinical medical psychology, and clinical welfare psychology.

**Graduate School**  
**Rehabilitation Sciences Course**  
**Curriculum Policy**

*Policy for the Organization of Curricula for Graduate Degrees*

The Rehabilitation Sciences Course shall establish appropriate courses to enable students to learn the necessary knowledge, techniques and research capabilities in order to contribute practically to the participation of people with disabilities in society and to the support of regional lifestyles.

1. Courses needed to contribute practically to the participation in society and to the support of regional lifestyles of people with various disabilities who have difficulty in continuing their life in the region or at home shall be established.
2. Courses shall be established to study the basics of rehabilitation research and recent trends in the disciplines of physiotherapy, occupational therapy, and related fields.
3. Courses shall be established for rehabilitation support across the three areas of physical function disability, cognitive and mental function disability, and lifestyle function disability and research shall be conducted in each region based on these three areas.

*Policy for the Management of Curricula for Graduate Degrees*

A curriculum model shall be presented in order to understand which courses shall be taken in order to develop knowledge, techniques and research capability to contribute practically to the participation of people with disabilities in society and to the support of regional lifestyles.

## Nishikyushu University Junior College

### Curriculum Policy

#### Policy for the Organization of Curricula for Academic Degrees

1. In order to achieve the educational objectives of its faculties and departments, Nishikyushu University Junior College shall establish necessary lectures and courses and systematically organize an educational curriculum.
2. In organizing its curriculum, Nishikyushu University Junior College shall teach the arts and sciences related to the specialist areas of the majors in each faculty. The university shall also cultivate the broad and deep study of the liberal arts and general decision making and shall take care to foster appropriate training for secure human abilities.

#### Policy for the Management of Curricula for Undergraduate Degrees

1. In order to clarify how the requires knowledge and abilities for graduation listed in the Diploma Policy are organized within the educational curriculum, Nishikyushu University Junior College shall take care to explain in simple terms in the relevant syllabi how the knowledge and abilities taught in the curriculum relate to the Diploma Policy and also the means by which these various types of knowledge may be obtained through the curriculum.
2. In promoting the active desire to study of each student, Nishikyushu University Junior College shall provide preparatory lessons, review lessons and opportunities for learning outside of lecture times. The university shall also provide challenging opportunities for active learning beyond the campus.
3. Nishikyushu University Junior College shall establish a curriculum policy in which students can themselves evaluate whether they have reached their own objectives, can themselves choose the necessary courses, and can plan their own course of lectures.
4. In order to ensure the impartiality and transparency of the grading process, Nishikyushu University Junior College shall evaluate grades by making based on the published aims and objectives of each course and shall conduct manifold evaluations in order to guarantee the objectivity of the grading process.

#### 地域生活支援学科 食生活支援コース

### Curriculum Policy

This course consists of a curriculum in which students can systematically acquire knowledge and technology. The curriculum is combined with three lifestyle areas of “food”, “welfare” and “foreign culture”, and three life support levels of “life”, “living”, and “lifetime”.

For general education subjects, we aim to foster students with a rich humanity focusing on the founding spirit “Asunaro”.

For specialized education subjects, we organize a curriculum that makes it possible to take cross-course subjects with core specialized knowledge and skills in each course.

In order to acquire the national license of “Registered Dietitian”, specialized subjects in relation to food and nutrition emphasizing six areas of “social life and health”, “structure and function of human body”, “food and hygiene”, “nutrition and health”, “nutrition guidance”, and “school lunch administration” shall be established.

地域生活支援学科 福祉生活支援コース

Curriculum Policy

This course consists of a curriculum in which students can systematically acquire knowledge and technology. The curriculum is combined with three lifestyle areas of “food”, “welfare” and “foreign culture”, and three life support levels of “life”, “living”, and “lifetime”.

For general education subjects, we aim to foster students with a rich humanity focusing on the founding spirit “Asunaro”.

For specialized education subjects, we organize a curriculum that makes it possible to take cross-course subjects with core specialized knowledge and skills in each course.

In order to acquire the national license of “Certified Care Worker”, specialized subjects in relation to welfare emphasizing four areas of “human and society”, “care”, “structure of human body and mind” shall be established.

Curriculum Policy

This course consists of a curriculum in which students can systematically acquire knowledge and technology. The curriculum is combined with three lifestyle areas of “food”, “welfare” and “foreign culture”, and three life support levels of “life”, “living”, and “lifetime”.

For general education subjects, we aim to foster students with a rich humanity focusing on the founding spirit “Asunaro”.

For specialized education subjects, we organize a curriculum that makes it possible to take cross-course subjects with core specialized knowledge and skills in each course.

In order to foster “Life Support Concierge” who are able to work globally and locally, specialized subjects in relation to complex study areas such as “Foreign Languages”, “Sightseeing and Traveling”, “Hotel Management”, “Hospitality”, and “Communication and Presentation” shall be established.

幼児保育学科

Curriculum Policy

We offer a curriculum for the purpose of fostering kindergarten teachers and pre-school teachers with special knowledge, techniques, and practices.

For general education subjects, we aim to foster students with a rich humanity and broad horizons.

For specialized education subjects, we organize a curriculum in which students can systematically acquire special knowledge and practical techniques.

This department is divided into two courses: Physical Expression Course and Psychology and Environment Course, to respect students’ purposes and interests.

We emphasize to create an opportunity to encourage students’ self-expression and self-growth progress by offering a joint class for first year students and second year students.

“Physical Expression Course” Special subjects related to dance and music shall be established. It aims to foster students with music performance and physical expression techniques, creativity and ingenuity, a willingness to confront difficulties, and a sense of accomplishment by completing through the recital.

“Psychology and Environment Course” In order to foster students who will contribute to the early childhood environmental education, hands on learning classes shall be established. Also it aims to give students problem-solving skills in classrooms and positive attitude to learning so that students can develop their sensitivity and sympathy towards nature and others.