

SYLLABUS GUIDELINES

1. What is a Syllabus?

(1) Definition in the University Establishment Standards (Specification, etc. of grade assessment standards, etc.)

The University Establishment Standards define syllabi as follows.

Article 25 Universities shall specify to students beforehand the teaching methods, contents and the yearly schedule of each course.

25.2 To ensure objectivity and strictness in the assessment of learning outcomes and approval of graduation, universities shall notify students clearly of the standards for each and implement those standards appropriately.

Furthermore, the Central Council for Education calls for the enhancement of independent learning amongst students in its report, "Toward Qualitative Change in University Education to Create a New Image of the Future". With this in mind, the following items must also be provided for in syllabi.

- ① Concrete instructions on the content and time required for preparatory studies (preparation and review)
- ② Feedback on assignments (examinations and reports, etc.)
- ③ Attainment targets and methods and standards of grade assessment in each course
- ④ Policies concerning approval of graduation and conferral of diplomas and their relationship to each course
- ⑤ Numbers and codes (numbering included) to express the positioning of each course in the educational curriculum)

Syllabi should, therefore, be provided to students prior to the beginning of the academic year as information concerning courses (attainment targets, content, roadmap of instruction, assessment methods and standards, etc.) as reference to enable them to select courses. In addition, syllabi must be commensurate with the diploma and curriculum policies (concerning the conferral of degrees and the structure and implementation of the educational curriculum) of the College and the School of International Liberal Arts.

As such, because syllabi play an extremely important role from the perspective of quality assurance in higher education, the School of International Liberal Arts has created guidelines for the preparation of syllabi to ensure uniformity, consistency and coherence as a School with the expectation of compliance and cooperation from all faculty. Please note that syllabi will be reviewed by the Office of the Dean prior to posting them on the MIC homepage. Please comply with requests for revision.

2. Creating a Syllabus

Refer to the attached syllabus example to prepare your syllabus. Details are below. Syllabus creation guidelines have been established for some time by the School of International Liberal Arts, but far-reaching changes in educational policy implemented in tandem with re-accreditation of the teacher certification curriculum in 2018 have required us to make extensive revisions in Teacher Certification-related syllabi, particularly in general objectives and attainment objectives. Based on the Syllabus Preparation Guidelines in effect at the time of application for re-accreditation, the School of International Liberal Arts has applied the general objectives and attainment targets deemed necessary in "MEXT: Teacher Certification Syllabus (November 2017)" (Investigative Commission on the State of the Teacher Certification Core Curriculum) in the development of revised Syllabus Preparation Guidelines for teacher certification courses. In addition, the

courses that are not subject to core curriculum constraints are also created using the same general concepts, so please be sure to include general objectives and attainment targets in these courses as well.

I. Non-Teacher Certification Courses

Syllabi for Non-Teacher Certification courses shall be prepared in accordance with the Syllabus Checklist below.

Instructions for Syllabus Checklist

- 1) Please use this checklist to confirm that all required components have been included in your syllabus.
- 2) Syllabi for the next semester must be uploaded to the Database within two weeks of finalization of the next semester course schedule.
- 3) Syllabi that do not conform to the standards in the checklist must be corrected and re-submitted. When in doubt, consult with the Office of the Dean or with Academic Affairs before uploading your syllabus.

No.	Item	Done
1	Semester and Academic Year Please write "Spring" or "Fall" and the academic year at the top of the syllabus.	
2	Course Code and Title Please write the course code and title exactly as it appears in the Bulletin followed by the number of credits. <ul style="list-style-type: none"> - The educational curriculum of the School of International Liberal Arts is comprised of General Education courses, Specialized Education courses, Study Abroad courses, Language courses, Career Education courses Senior Thesis and Optional courses. In the lower division students take general education courses and proceed to specialized courses in accordance with their academic year. - Teaching practica are offered upon completion of the required courses. - Students in the fourth and final year write a graduation theses, and in the fall semester of the fourth year take Practical Applications in the Teaching Profession. - The abovementioned curriculum is systematized in accordance with prescribed rules and each course is assigned a specific code and number. 	
3	Course Designation if TC-related <ul style="list-style-type: none"> - Refer to II below. 	
4	Instructor Name(s) Instructors with practical experience in the area of their courses must write (Practical Experience) in parentheses next to their name(s). If you have practical experience, indicate as appropriate the details of your experience(s) and how they will be applied to the content of each class session. <ul style="list-style-type: none"> - If you are the sole instructor for the course, write (Single instructor). - If more than one faculty is assigned to teach a single class session, write (Team-taught). - If a different teacher is assigned to teach each of the class sessions, write (Omnibus). - If one of multiple sections of the same course, write (Multiple sections) 	
5	E-mail Address	
6	Office/Extension	
7	Office Hours List at least three hours per week. (We can no longer write "Office Hours posted on office door".)	
8	Course Description The course description must be identical to the description in the Bulletin. Add additional descriptions at your discretion.	

9	Course Goals/Objectives List specific language, critical thinking and/or content goals that students can expect to practice and/or achieve in this class.	
10	Course Schedule Include a line in the schedule for each class session.	
11	Description of Topics/Assignments for Each Class Session For each class session, write the topic or theme and assignment/activity. For as many class sessions as possible, indicate a specific Active Learning activity (think-pair-share, discussion, presentation, etc.) and corresponding critical thinking/language objective(s) from your Course Goals above.	
12	Final Examination Indicate Final Exam in Week 16.	
13	Required Materials	
14	Course Policies	
15	Class Preparation and Review Provide specific directions concerning minimum amount of time recommended for preparation and review for each credit hour of class time. Syllabi must explain that, according the University Establishment Standards, 15 hours of study outside the classroom is required for every credit hour of study inside the classroom. Please calculate the amount of study required outside the classroom based on the number of credits assigned to your course and make explicit notation of this in your syllabus. For example, if you are teaching a 2-credit course, state that "at least 4 hours of preparation and review per week are required in this course". Instructors should administer tests, assign reports, etc. to ensure that students are studying the appropriate amount of time outside the classroom.	
16	Grades and Grading Standards Provide a detailed description of method and criteria for grading. A final examination must be included in week 16.	
17	Attendance must not be listed as a grading standard.	
18	Methods of Student Feedback Include time it will take you to return assignments, whether you will give feedback through written comments, numerically, rubric, etc. For example, "In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc."	
19	Diploma Policy Standards Satisfied by Course Objectives Clearly state the Diploma Policy objective(s) that this course addresses with a statement such as "Work completed in this course helps students achieve the following Diploma Policy objective(s): XXXX", and then copy-paste the appropriate objectives listed below (please indicate the number of each applicable DP).	
20	Rubric Include the institutional rubric and/or your class-specific rubric(s).	
21	Notes (optional)	

Diploma Policy Objectives (Please confirm the details of the curriculum tree. It is published on the College website: https://www.miu.ac.jp/files/uploads/curriculumtree_e.pdf).

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English
5. Proficiency in the use of information technology

II. Teacher Certification Courses

Syllabi for Teacher Certification courses should be prepared on the basis of the following guidelines.

(1) Course Title and Credits

- Write the title of the course you will teach. Also, confirm the course credits required for each course with Academic Affairs and include the credits in your syllabus.

(2) Instructor Name(s)

- Write instructor name(s). Instructors with practical experience in the area of their courses must write (Practical Experience) in parentheses next to their name(s). If you have practical experience, indicate as appropriate the details of your experience(s) and how they will be applied to the content of each class session.

(3) Class format

- If you are the sole instructor for the course, write (Single instructor).
- If more than one faculty is assigned to teach a single class session, write (Team-taught).
- If a different teacher is assigned to teach each of the class sessions, write (Omnibus).
- If one of multiple sections of the same course, write (Multiple sections)

(4) Relationship to Teacher License or Certification

- Indicate courses required for teacher licenses for junior and senior high school, elementary school, kindergarten and nursery school with a "○". For the courses needed to acquire the Child Music Therapist license, indicate only the three required courses with a "○". Refer to the Student Bulletin for information on the courses required for other certificates and licenses.

(5) Teacher Certification Requirements

- Some courses in the School of International Liberal Arts Teacher Certification Program are required, while some are elective. The required and elective courses for each program are regulated, so be sure to confirm and indicate with a "○" as appropriate.

(6) Course Number and Year Offered

- The educational curriculum of the School of International Liberal Arts is comprised of General Education courses, Specialized Education courses, Study Abroad courses, Language courses, Career Education courses Senior Thesis and Optional courses. In the lower division students take general education courses and proceed to specialized courses in accordance with their academic year.
- Teaching practica are offered upon completion of the required courses.
- Students in the fourth and final year write a graduation theses, and in the fall semester of the fourth year take Practical Applications in the Teaching Profession.
- The abovementioned curriculum is systematized in accordance with prescribed rules and each course is assigned a specific code and number.

(7) Courses and Categories

- The method of notation of course and categories in the teacher certification curriculum is regulated by the designated division of MEXT that is responsible for teacher certification programming. The Academic Affairs Office will complete this section, so leave it blank.

(8) General Objectives and Attainment Targets

- The core curriculum has been introduced to the courses in the teacher certification curriculum as part of the reaccreditation of our teacher certification program. General objectives and attainment targets were provided for and concrete examples of how they should be described were publicized.
- Careful deliberation on these concrete examples led the School of International Liberal Arts to the conclusion that the examples should be adopted as-is in the syllabus. As such, Academic Affairs has inserted the relative general objectives and attainment targets into each course that is designated for teacher certification, so please do not revise these sections.

(9) Course Description

- The course description describes the content of the course you will teach. The courses that are designated for teacher certification will maintain and continue the descriptions approved when application for re-accreditation was submitted, therefore, changes to the course descriptions due to instructor discretion or assignment of new faculty to a course will not be permitted.
- Also, refer to the table defining learning strategies at the end of these guidelines to indicate what kind of active learning strategies are used in each course.
- Furthermore, if you have practical experience in the content of the course, indicate as appropriate the concrete details of your experience(s) and how they will be applied to the content of each class session.

(10) Relationship to Diploma Policy

- As described in the curriculum tree and curriculum map provided for separately, indicate the position of the attainment targets of your courses in relation to diploma policy. (Please confirm the details of the curriculum tree. It is published on the College website: https://www.miu.ac.jp/files/uploads/curriculumtree_e.pdf .

(11) Course Schedule

- In the course schedule, describe the plan for achieving the general objectives and attainment targets of your course. In particular, for courses designated as satisfying the core curriculum, it has become imperative to describe clearly which of the attainment objectives are being addressed in each class session, so be sure to indicate the relevant targets is a notation (T (2)-XX) at the end of the schedule description for each class session. And be certain to use phrases (from the instructor perspective) such as, "We will survey, examine, explain....".
- In order to clarify for students enrolled in your classes that these attainment objectives are achievable, be sure to inform students of what they are in the first class session.

(12) Grade Assessment

- Student grade assessment shall be comprised of examinations (60%) and other assessments (reports, quizzes, etc.) (40%). Grade assessment is considered the most important form of judgement/verification of the degree to which a student has achieved the prescribed attainment objectives. For this reason, the School of International Liberal Arts syllabi explain that examinations and reports, etc. are used to perform grade assessment, the details of which are provided and publicized in "Grade Assessment Guidelines". Therefore, please ensure that grades are assessed strictly, fairly and in accordance with the Grade Assessment Guidelines.
- In addition, be sure to carefully read the Guidelines for Storage of Examination Papers, Reports and Other Data Concerning Grading and Evaluation and adhere to policy concerning the maintenance of records concerning examination papers, reports, etc.
- In the event of petitions from students concern the assessment of their grades, please explain the procedure outlined in the Grade Assessment Guidelines and respond promptly to the petition.

(13) Studies Outside the Classroom

- Syllabi must explain that, according the University Establishment Standards, 15 hours of study outside the classroom is required for every credit hour of study inside the classroom. Please calculate the amount of study required outside the

classroom based on the number of credits assigned to your course and make explicit notation of this in your syllabus. For example, if you are teaching a 2-credit course, state that “at least 4 hours of preparation and review per week are required in this course”.

- Instructors should administer tests, assign reports, etc. to ensure that students are studying the appropriate amount of time outside the classroom.

(14) Texts

- Be sure to designate or provide appropriate college-level texts to promote the deepening of student knowledge and understanding of the courses you teach.

(15) References and Reference Materials, Etc.

- Be sure to provide references and reference material that can help to facilitate preparation and review. Also, for courses related to the discipline and teaching methods, be sure to assign the guidelines for course of study and use the guidelines for course of study regularly in your classes.

(16) Notes from the Instructor

- Be sure to include information about which students should be particularly aware.

(17) Office Hours

- Be sure to write your office hours (days of the week, time period, location (office), etc.).

(18) Other

- While it is not necessary to include your mail address on your syllabi, it will be necessary for you to provide contact information to students in your first class so that they can contact you with questions, etc.
- Include links for Moodle, Google Drive, etc. if you use them in your courses.

(19) Numbering

- Check the latest version of BULLETIN AND HANDBOOK OF STUDENT INFORMATION.

(20) Active Learning Strategies (Definition)

Active Learning in the School of International Liberal Arts includes (but is not limited to) the following

Reflection, Q&A from students	Confirming what was learned so as to apply it to the next stage, asking and answering questions to confirm course content.
Quizzes, reports	Quizzes to confirm what was learned in previous classes or at the end of a class so as to apply knowledge to the next stage, reports to reinforce what was learned.
Survey studies	Student surveys, etc. conducted inside or outside class on issues or topics assigned by instructors.
Group discussion, group work, group reports	Students working in small groups (pair work included) to solve problems assigned by instructors.
Fieldwork	Collecting data via surveys and observation through fieldwork inside and outside the institution.
Discussion	Deepening comprehension of a topic through discussion, including debates conducted in accordance with the designated rules employed on teacher employment exams.
Role play	Experiential learning by acting out assigned roles and circumstances in order to understanding the way others think, as done in teacher employment examinations.
Presentation	Creating presentations using PowerPoint or other tools, creating presentation materials, and presenting in front of others.
Teaching plan development, classes	Creating one's own teaching plan for courses on the discipline and teaching based on the guidelines for course of study, and running model classes in order to acquire practical teaching experience.

PBL (Problem-Based Learning)	Discovering and resolving issues on one's own through various means to acquire experience and knowledge.
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