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Dear student

Welcome to HUMAK University of Applied Sciences!

You are about to begin your studies at HUMAK, a university of applied sciences that operates through a nationwide network. HUMAK is an expert and a leading educator in the humanities, pedagogy and cultural management. HUMAK develops the fields of civic and NGO activities, cultural management, youth work, instruction and interaction skills, and sign language in all five mainland provinces of Finland, as well as in the operating regions of our foreign partners. Specializing in two educational fields makes HUMAK a strong leader and expert in the development of the labour market in the humanities and pedagogy, and cultural management.

We are located in Haapavesi, Helsinki, Joensuu, Joutseno, Kauniainen, Korpilahti, Kuopio, Lohja, Nurmijärvi, Tornio, Turku and Äänekoski. Our network of campuses allows you to study in more than one location, and you may also select studies from outside your own programme. In addition, during your studies you will be able to experience different learning environments, such as work placement, projects and online instruction, as well as HUMAK's international partner universities. In other words, you will have many options to choose from during your studies.

Human interaction, *Human connections*, is a basic value that HUMAK emphasizes in all its operations. This focus is visible in the organization of the university, the contents of degree programmes, and the implementation of instruction. HUMAK stresses the significance of human networks, openness and trust, as well as learning and working together.

In its educational duties, HUMAK seeks to promote the building of human networks and the strengthening of the sense of community both in Finland and abroad. After graduating from HUMAK, you will be working in positions where the key principles include human interaction, tolerance and mutual respect. HUMAK offers degree programmes in Civic Activities and Youth Work, Cultural Management or Sign Language Interpreting. Since February 2007, HUMAK has also offered a master's degree in NGO and Youth Work. The graduate studies are intended for students with a bachelor's degree and work experience who are interested in pursuing a master's degree. We offer instruction based on the latest knowledge in both of our educational fields.

HUMAK will promote your development into an expert in the labour market by bringing the labour market and its networks right to you. During your studies, you will be able to work in several organizations, which allows you to combine theory with practical work experience. This in turn will strengthen your knowledge and expertise in the field. HUMAK aims to train new types of experts who are able to develop their field by applying theory to practice.

University studies involve a great deal of independent work, and all students are responsible for their studies. This is why you will draft a personal study plan (PSP) at the beginning of your studies to ensure that you have a realistic chance of graduating on schedule. The pedagogical community of HUMAK will support you in many ways throughout your studies, so you can start your educational journey at HUMAK with a confident mind.

I hope that you will enjoy your time at HUMAK, and wish you the best of success in your studies.

(signature)

Eeva-Liisa Antikainen
President

1 HUMAK University of Applied Sciences in 2007–2008

1.1 About HUMAK

HUMAK is a university of applied sciences focused on the humanities, pedagogy and culture. The university operates through a nationwide network. HUMAK offers a bachelor's degree in Civic Activities and Youth Work, Cultural Management and Sign Language Interpreting. Since February 2007, HUMAK has offered a master's degree in NGO and Youth Work. In addition, HUMAK and Helsinki Polytechnic Stadia have been granted the right to offer graduate studies towards a master's degree in Cultural Management.

In addition to youth education and master's degrees, HUMAK offers continuing education and extension studies in the form of adult education, retraining and upgrading of qualifications, specialization studies, open university instruction and other extension studies.

HUMAK was founded in 1998 and was granted a permanent status on 1 August 2000. The university is operated by a limited company, Suomen Humanistinen Ammattikorkeakoulu Oy. HUMAK is managed by the Board of Directors and the President. The President heads the operation of the university and chairs the Board of Directors. The President is supported by a Management Team. Each degree programme is headed by a Programme Director, who is responsible for managing and developing the degree programme, and for planning activities in the degree programme for the following year together with lecturers. Administrative issues are handled by the President's Office located in Helsinki.

1.2 Degree Programmes

In the field of the humanities and pedagogy, HUMAK offers a bachelor's degree in Civic Activities and Youth Work (210 ECTS/3.5 years) and in Sign Language Interpreting (240 ECTS/4 years). In the field of culture, HUMAK offers a bachelor's degree in Cultural Management (240 ECTS/4 years). HUMAK currently offers a master's degree in NGO and Youth Work (90 ECTS/2–2.5 years) and in the future also in Cultural Management.

Studies in the degree programme of Civic Activities and Youth Work are offered by the following HUMAK campuses:

- Haapavesi
- Joensuu
- Lohja
- Nurmijärvi
- Äänekoski (formerly Suolahti)
- Tornio

Studies in the degree programme of Sign Language Interpreting are offered by the following campuses:

- Helsinki
- Kuopio

Studies in the degree programme of Cultural Management are offered by the following campuses:

- Joutseno
- Kauniainen
- Korpilahti

- Turku

The master's degree in NGO and Youth Work can be completed while working full-time. During the contact periods included in the degree programme, instruction takes place in Helsinki.

1.3 Continuing Education and Extension Studies

In addition degree programmes, HUMAK offers continuing education and extension studies to adults. At HUMAK, adult education is offered in the form of specialization studies, adult education leading to a degree, open university instruction, and extension studies. In addition, HUMAK has offered the degree of Master of Humanities in the Degree Programme of NGO and Youth Work since February 2007. In the future, a master's degree can also be completed in Cultural Management.

1.3.1 Master of Humanities

The objective of the Degree Programme in NGO and Youth Work is to strengthen the competence of students in the development of working communities. The admission requirements are an applicable higher education degree and at least three years of work experience in the field. The scope of the degree is 90 ECTS, and it is offered as multiform instruction.

1.3.2 Adult Education Leading to a Degree

A bachelor's degree can also be completed through adult education. In this case, the studies amount to 60–150 ECTS depending on the student's previous studies and work experience, as well as the scope of the particular degree. This form of training is particularly suitable for individuals who want to upgrade an applicable vocational college diploma or higher vocational diploma into a bachelor's degree.

1.3.3 Specialization Studies

The specialization studies offered at HUMAK are extension studies designed according to the needs of the labour market. The studies aim to expand and strengthen the professional expertise of students. The scope of the studies is 30 ECTS.

1.3.4 Open University of Applied Sciences

The Open University of Applied Sciences offers studies in the degree programmes offered at HUMAK to anyone regardless of age or educational background. However, a student may not complete a degree solely through open university studies. The studies are subject to course fees, and credits gained at the Open University of Applied Sciences can be transferred towards a degree pursued at HUMAK.

Studies completed at the Open University of Applied Sciences enable a student to pursue a degree in the Degree Programme of Cultural Management. After completing 90 ECTS of suitable studies, the student is granted a study place in adult education leading to a degree.

1.3.5 Other Extension Studies

Other extension studies, which are subject to fees, are organized according to the needs of the labour market. The scope of such training may vary from a few credits to extensive study modules.

1.4 Academic Year 2007–2008

At HUMAK, the academic year 2007–2008 begins on 27 August 2007 and ends on 19 June 2008. The summer term begins on 23 June 2008 and ends on 24 August 2008. The academic year is divided into the following six periods of 10 ECTS each:

1.4.1 Exam and Language Exam Dates

Each degree programme has separate exam and language exam dates, which are posted on HUMAK's intranet, HUMAKPro.

1.4.2 ECTS Credits

HUMAK participates in the European Credit Transfer and Accumulation System (ECTS). The workload of a full-time student during one academic year totals 1,600 hours, or 60 ECTS credits.

1.5 Study Counselling

The purpose of study counselling is to support students in planning their studies and in developing their distinctive professional competence. The objective is that during their studies students acquire competencies essential to their professional identity, which they are able to demonstrate in their portfolio at the completion of studies.

HUMAK students receive personal and group counselling regularly throughout their studies. Each HUMAK student is appointed a PSP counsellor at the beginning of their studies. Students are encouraged to consult their PSP counsellor about issues related to studies and when drafting their PSP.

Students are also welcome to consult the instructors in charge of themes, who are able to provide assistance in the area of their expertise.

In addition, thesis work is supervised by a separately appointed thesis supervisor. Trained student tutors act as peer counsellors and introduce new students to the student community.

PSP counselling is provided in phases throughout studies in such a way that the phases form checkpoints on the student's study path. The checkpoints are integrated into the student's curriculum and into themes located at suitable stages of study. The completion of such themes requires a consultation with the PSP counsellor, as well as the completion of the PSP process included in the phase of study.

The phases of study path counselling are as follows:

- 1) Orientation and introduction to university studies – 1st year
- 2) Counselling and support for choices related to studies and learning – 1st year
- 3) Support for choices and focusing of career planning – 2nd year

- 4) Counselling for professional development – 3rd year
- 5) Counselling for graduation and transition to the labour market – 4th year

Students are encouraged to use the online career and recruitment service Jobstep.net, which is intended for all students of Finnish universities of applied sciences. Through the service, students can look for work placement positions, workplaces for writing a thesis in, summer jobs, permanent jobs, etc. The service also provides information on career planning and job seeking. The service is available online at www.jobstep.net.

1.6 Research and Development

Research and development form one of the basic duties of HUMAK. Their purpose is to develop instruction at the university and to serve the needs of the labour market. Professionally oriented research and development in civic and NGO activities, cultural management and sign language, which is based on working-life needs enables HUMAK to respond flexibly to changes in competence requirements in these sectors.

At HUMAK, research and development work is focused on the following:

- Applied research, which is based on the results of basic research and which involves the development of new practical applications, procedures or problem-solving methods
- Innovative practical development aimed at generating new social innovation and renewing existing operating models

As the leading educator in its fields, HUMAK is actively engaged in developing the fields of civic and NGO activities, youth work, cultural management and sign language. HUMAK works in close cooperation with companies and organizations operating in its fields of expertise. National advisory boards for labour relations are important forums for interaction between the educational sector and the labour market.

HUMAK cooperates closely with the labour market through the implementation and continuous development of pedagogical innovation in work placement both in Finland and abroad. Work placement offers students an opportunity to establish connections and carry out thesis projects and project studies in the labour market. Representatives of the labour market, unions and research organizations have a strong presence in research and development projects and as experts consulted in instruction.

Students complete a part of their studies in research and development projects coordinated by HUMAK and in projects where HUMAK acts as a partner. Research and development work integrated into studies may be implemented as thesis studies, development projects carried out during work placement, or project studies. HUMAK's Human Connection Center enables the implementation of a wide variety of projects, and prepares students for multiprofessional expert positions. Information on study opportunities offered by HCC is available on HUMAKPro.

1.7 Degree Regulations

The Degree Regulations of HUMAK University of Applied Sciences are available on HUMAKPro.

2 Studying at HUMAK

2.1 Study Entitlement and Registration

Study entitlement is granted to students who have been accepted to HUMAK, have accepted the study place and have registered as present before the registration deadline. All students must register as either present or absent for each academic year in the manner and within the registration period designated by HUMAK.

Registered students must register for the academic year 2007–2008 using the online registration form available on HUMAKPro during the period 2 May 2007–13 August 2007. Students can change their attendance status for spring 2008 during the period 3 December 2007–14 January 2008. The online registration form is available on HUMAKPro under the **Student** menu. The registration period for new students is indicated in the letter of acceptance. In accordance with the Student Financial Aid Act, financial aid can only be paid to full-time students registered as present. Students have a duty to notify their PSP counsellor immediately about the termination of studies using the form available on HUMAKPro.

Students register for individual courses through HUMAKPro during the registration period specified for each course.

2.2 Interrupting or Terminating Studies

A student may register as absent for up to two academic years. The registration must be made separately for each academic year. Registered absence does not reduce the time allowed for the completion of a degree. (Polytechnics Act 9 May 2003/351, Section 24) HUMAK is not required to provide any services to or register any studies completed for a student registered as absent.

Full-time students must complete their studies not more than one year over the scope of the degree. Students who fail to complete their studies within the allocated time lose their right to study, unless they are granted additional time for the completion of studies by HUMAK for an exceptional reason. (Polytechnics Act 9 May 2003/351, Sections 24–25)

An extension to the right to study may be applied in writing from the President of HUMAK using the application form available on HUMAKPro.

The termination of studies means that the student resigns from HUMAK prior to receiving a degree certificate, and is thereafter no longer registered as a student at HUMAK. Before resigning, students must discuss the issue with their PSP counsellor, with whom they complete the termination of studies form. The form must be signed by both the student and the PSP counsellor. When resigning from HUMAK, the student receives a transcript of records of studies they have completed endorsed with the official stamp of HUMAK. HUMAK will notify the Centre for Student Financial Aid of the Social Insurance Institution of Finland (Kela) electronically about the termination of studies.

2.3 Studies in Other HUMAK Campuses

Students register at the HUMAK campus where they begin their studies. However, with certain restrictions, a student may select studies offered by other HUMAK campuses. In this case,

students must first discuss the matter with their PSP counsellor, after which the choices are recorded in the student's PSP. Students register for all courses through HUMAKPro.

For many themes, the number of participants is limited. If the number of course registrations exceeds the limit, students are accepted for the course in the following order of precedence:

- Students registered at the HUMAK campus where the course is offered
- Students of the degree programme registered at other HUMAK campuses
- Students of other degree programmes

2.4 Flexible Study Rights Scheme (JOO)

The Flexible Study Rights Scheme (JOO) enables degree and exchange students at HUMAK to complete studies at the Turku University of Applied Sciences, the Diaconia University of Applied Sciences and the Sydväst University of Applied Sciences, and to include those studies in their degree at HUMAK. Correspondingly, students at the Turku University of Applied Sciences, the Diaconia University of Applied Sciences and the Sydväst University of Applied Sciences are entitled to complete studies at the HUMAK campuses.

The purpose of the JOO agreement is to expand the range of studies available at HUMAK, to increase the number of options available to students, and to facilitate the completion of studies. According to the agreement, study rights can be applied for studies that are to be included in the student's degree and that are not offered at the student's home university of applied sciences.

The agreement does not apply to thesis supervision, exchange or purchase of course materials, online courses nor studies at the Open University or the Open University of Applied Sciences. For HUMAK students, instructions on how to apply for JOO studies are available on HUMAKPro.

2.5 Transcript of Studies

The transcript of studies is a document containing information on the progress of studies. Course evaluations are also entered in the transcript. Students may request a transcript endorsed with the official stamp of HUMAK from the Student Affairs Secretary of their own educational campus. Lecturers are responsible for registering completed studies. Students can view their transcript of studies via HUMAKPro.

2.6 Student Benefits

Student benefits include free tuition, which covers the actual instruction, student guidance and evaluation. Students cover the costs of books and other materials. Normally students have the option of living in the student dormitories of the educational campuses against a fee. Living costs, available accommodation and the level of accommodation vary by location. Students also cover travel costs to/from and between educational campuses, as well as to/from work placement and excursion locations.

Each HUMAK campus has a student cafeteria offering various kinds of affordable meals. Students pursuing a bachelor's or master's degree are eligible for the meal discount for higher education students. Students of higher education institutions are entitled to a discount on the price of meals at student cafeterias included in the meal subsidy programme of Kela. The meal subsidy is paid to the owner of the cafeteria. Students receive the meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card. HUMAK is responsible for granting a meal benefit card to

those who are entitled to the benefit but who do not have a valid student ID card. Students should contact the Student Affairs Secretary regarding the meal benefit card at the beginning of the academic year.

2.7 Certificate of Attendance

Students may request a certificate of attendance from the Student Affairs Secretary of their HUMAK campus.

2.8 Student Financial Aid

2.8.1 General

Financial student aid consists of a study grant, a housing supplement and a student loan guaranteed by the Finnish government. The study grant is taxable income, which can only be paid to students registered as present.

Financial aid is available to full-time students, provided that the studies last continuously at least eight weeks. Financial student aid is not available for studies completed at the Open University of Applied Sciences. The financial aid is granted for full months only. The aid can be granted for a minimum of one month and up to the number of months allocated for the degree in the degree regulations or up to the total number of financial aid months available for higher education studies. If necessary, students can apply for an extension of financial aid within the limits of total number of financial aid months available for higher education studies. Only the months for which students receive the student grant use up their total number of subsidized months. A subsidized month is considered used up once the financial aid has been paid. It is possible to regain subsidized months by returning received financial aid by the end of March of the following year.

The housing supplement is only paid for study months to cover housing costs. The housing supplement does not affect the total number of subsidized months. The housing supplement is subject to Kela's study progress and income surveys.

Student financial aid is normally granted for full study months starting from the date of the beginning of studies. Student financial aid can be granted for months that include at least 18 days of the academic year (Student Financial Aid Act 7 May 2004/345, Section 7 c). Student financial aid can be granted no earlier than from the beginning of the month in it was applied for. The application month is determined by the arrival date of the application, not the date of posting.

Financial aid recipients are obligated to notify Kela immediately about changes in circumstances that would affect their eligibility for financial aid, or the amount of aid granted, by using the OTm form.

A student dissatisfied with a decision concerning student financial aid may appeal to the Student Financial Aid Appeal Board. The decision of the Student Financial Aid Appeal Board may be further appealed to the Insurance Court. The decision of the Insurance Court cannot be appealed. On the Kela website (www.kela.fi), students can check the status of their financial aid application, cancel financial aid for specific months, return received student financial aid, calculate their income and read news related to student financial aid.

2.8.2 Maximum Eligibility Period

For students who began their studies in the academic year 2005–2006 or later, the maximum eligibility period for student financial aid is determined on the basis of the normative duration of studies. Student financial aid is usually granted for the entire normative duration of studies, which 3.5 years (degree of 210 ECTS) or 4 years (degree of 240 ECTS). Students who have not completed their studies within the normative duration are eligible to receive student financial aid for full-time studies within the limits of the maximum eligibility period. The maximum eligibility period is 42 months for degrees of 210 ECTS and 46 months for degrees of 240 ECTS.

For students who have registered as present in the academic year 2004–2005 or earlier, the maximum eligibility period for student financial aid is 45 months for degrees of 210 ECTS and 50 months for degrees of 240 ECTS. Students who have not completed their studies within the eligibility period stated in the original decision on student financial aid issued by Kela are eligible to receive student financial aid for full-time studies within the limits of the maximum eligibility period.

2.8.3 Applying for Financial Aid

Youth education (3.5/4 years):

Student financial aid is applied for using the OT2 form. The forms are available from Kela offices, the Kela website (www.kela.fi) and all HUMAK campuses. A copy of the letter of acceptance from HUMAK must be attached to the application. The application and its attachments should be sent directly to Kela.

Adult education leading to a degree and specialization studies:

Student financial aid is applied for using the OT2 form. The form and the student's PSP for studies to be completed during the period for which financial aid is being applied for is sent to HUMAK's Financial Aid Committee, which assesses the student's progress based on the PSP. Alternatively, adult students may apply for adult education allowance from the Education Fund (Koulutusrahasto). The subsidy is intended for persons who have a work history of at least 5 years and wish to go on study leave. More information on the adult education allowance is available on the Education Fund website at www.koulutusrahasto.fi.

Financial aid requiring a separate application:

Summer studies

Students apply for financial aid for summer studies using the OTm form and HUMAK's own summer aid form (Kesätukiliite), which must be endorsed by a HUMAK lecturer. In the academic year 2007–2008, financial aid for summer studies can be applied for the period 1 July 2008–31 August 2008. Information on how to apply for financial aid for summer studies is posted each spring on the Student Financial Aid forum on HUMAKPro.

Studies abroad

Students apply for financial aid for studies abroad using the OTm form and HUMAK's own form (Todistus tutkintoon kuuluvasta ulkomaan suoritusjaksosta), which must be endorsed by a HUMAK lecturer. The application and its attachments should be sent directly to the Kela Centre for Student Financial Aid, unless the studies take place in the summer (July–August) or are not part of an official exchange programme (such as Erasmus), in which case the documents should be sent to HUMAK's Financial Aid Committee.

Studies exceeding the normative duration of studies

Students apply for financial aid for studies exceeding the normative duration specified for the degree using the OTm form and a certificate of attendance endorsed with the official stamp of HUMAK. The certificate of attendance must specify the starting date of studies, the expiry date of

the right to study, and information on periods of presence and absence. The application and its attachments should be sent directly to the Kela Centre for Student Financial Aid.

Financial aid reapplied after its cancellation

Students reapply for financial aid after its cancellation using the OTm form and the student's PSP for studies to be completed during the period for which financial aid is being applied. The PSP must be endorsed by the student's PSP counsellor. The application should be sent to the Kela Centre for Student Financial Aid.

The application forms and the required attachments are available on HumakPro (Student Forms|Student Financial Aid).

2.8.4 Progress of Studies

Student financial aid is only granted and paid on condition of academic progress. The full-time study requirement is assessed through the progress of studies. In the follow-up survey carried out each autumn, all studies registered by 31 July are taken into consideration. According to the Student Financial Aid Decree (19 May 2004/424, Section 4), the progress of studies is adequate if the student completes an average of 4.8 ECTS per month.

The progress of studies is considered adequate if the period of the student's full-time study does not essentially exceed the eligibility period specified for the studies. Students who fail to progress adequately in their studies may nevertheless apply for the continuation of student financial aid by presenting justified reasons for the temporary delay of studies. Students who fail to complete or never intended to complete any studies during a term may be required to repay any student financial aid granted. Students who fail to progress adequately in their studies are sent an information request. The progress of studies is considered inadequate if the student has failed to complete any studies or only completed a small amount of studies during the previous academic year in relation to the financial aid received. In this case, the student's financial aid can be cancelled even if the credit requirements are met for the overall period of study. In other words, students have to complete studies during each academic year for which student financial aid is paid.

The adequate extent of summer studies is determined annually by the Financial Aid Committee (Student Financial Aid Act 7 May 2004/345, Section 9 a). The decision is posted each spring on the Student Financial Aid forum on HumakPro.

Higher education studies not leading to a degree are considered full-time studies if the average extent of studies per month is at least 5 ECTS.

2.8.5 Student Loan Tax Deduction

Students who have accepted a higher education study place and have first registered as present for higher education studies in the academic year 2005–2006 or later are eligible for a student loan tax deduction on condition that they complete their degree within the normative duration of studies. The student loan tax deduction only applies to the student's first eligible degree taken.

2.8.6 Financial Aid Committee

The Financial Aid Committee is a body within HUMAK responsible for handling issues related to student financial aid. It is appointed for a term of two years at a time. Half the members of the

Financial Aid Committee, including the chair, as well as their deputy members consist of HUMAK faculty or other officers, and the other half and their deputy members of HUMAK students. HUMAK appoints one member as the chair. The presenting officer and secretary of the committee is a university official appointed by HUMAK. The HUMAK Financial Aid Committee has five members, two of whom are students. The Financial Aid Committee operates under regulations approved by HUMAK. The regulations specify procedures for the processing and settling of issues.

According to the Student Financial Aid Act (10 June 2005/408, Section 9), the duties of the Financial Aid Committee are as follows:

- 1) To monitor the progress of studies and to issue statements either on its own initiative or at the request of Kela or the student regarding the progress of studies
- 2) To determine the adequate extent of summer studies and to provide statements for Kela in individual cases
- 3) To determine the adequate extent of studies to be completed abroad for studies outside student exchange programmes, and to provide statements for Kela in individual cases
- 4) To provide statements at the request of Kela or the student on whether a graduate who has been granted a government loan guarantee is eligible for a student loan tax deduction
- 5) To issue statements either on its own initiative or at the request of Kela or the student on whether the maximum eligibility period of student financial aid may be extended as prescribed in Section 7 a for a student who has received financial aid for the maximum period. Statements issued by the Financial Aid Committee are binding for Kela. The Financial Aid Committee provides information and assistance on issues related to financial aid, committee meetings and the monitoring of the progress of studies on the Student Financial Aid forum on HumakPro.

Further information:

HUMAK University of Applied Sciences
Financial Aid Committee
Annankatu 12 A 17
00120 HELSINKI
Tel. 020 7621 348, fax 020 7621 391
Email opintotuki@HUMAK.edu

Kela's *Student Financial Aid* leaflet, the Student Financial Aid Act, the Student Financial Aid Decree, www.koulutusrahasto.fi, www.kela.fi, www.finlex.fi and the Student Financial Aid forum on HumakPro.

2.9 Student Association HUMAKO

On behalf of HUMAKO, the Student Association of HUMAK University of Applied Sciences, I would like to wish you a warm welcome to HUMAK!

As a statutory part of HUMAK University of Applied Sciences, HUMAKO is responsible for looking after your interests and representing you in matters related to studies and leisure time.

HUMAK students are responsible for the operation and activities of HUMAKO. Our organization is comprised of a Representative Council and an Executive Board. The Representative Council is a body elected each year by the members of HUMAKO. The Executive Board is elected by the Representative Council. The Representative Council is responsible for exercising authority and supervising the work of HUMAKO. The Executive Board is responsible for practical work and for implementing the decisions made by the Representative Council.

By joining HUMAKO, you support our work and strengthen our voice in promoting your interests. HUMAKO enables the promotion of students' interests at all levels of the HUMAK organization. In practice, this involves issuing comments and statements, making contacts and establishing relationships, and electing student representatives to various bodies addressing and making decisions on matters related to studies.

HUMAKO tackles current issues both within HUMAK and on the national arena. HUMAKO is a member of the Union of Finnish Polytechnic Students, SAMOK. This enables us to exercise our influence and organize activities across Finland. As a member of HUMAKO, you are entitled to the SAMOK student card, which in turn entitles you to all national student discounts.

The training and coordination of student tutoring forms a visible part of the work of HUMAKO. The tutors we train are students who wish to facilitate your studies and make your stay at HUMAK as enjoyable as possible. Studying at a network-based university of applied sciences has its special characteristics, and one of our goals is to create a strong student culture and a sense of belonging at HUMAK, for example, through the HUMAKO Festival organized each autumn. By participating in the HUMAKO Festival, you get to meet students from other HUMAK campuses and to spend unforgettable moments among other HUMAK students.

Remember that the purpose of HUMAKO is to assist you in any problem or question related to studies or student life. The only stupid question is the one not asked.

We look forward to hearing from you!
With best wishes for a wonderful academic year 2007–2008,

Miia Lusa
President
Student Association of HUMAK University of Applied Sciences – HUMAKO

2.10 HUMAK Alumni Association

The HUMAK Alumni Association was established at the HUMAKO Festival held in autumn 2004. The purpose of the association is to promote cooperation between the labour market, HUMAK and its alumni. The main task of the HUMAK Alumni Association is to attract graduates to the association and to establish a network for supporting the work of students and for promoting HUMAK.

HUMAK alumni can act as links in efforts to locate work placement positions, thesis topics and career opportunities for current students. The alumni can also communicate valuable information on the state and needs of the labour market to their alma mater.

We would like to welcome all students graduating in the academic year 2007–2008 to the association and to the development of HUMAK's alumni activities. For more information on our activities and membership benefits, and for instructions on how to join the association, please email us at alumni@HUMAK.edu.

With best wishes for the academic year,

Ari Myllyviita, MA, Bachelor of Humanities
President of the HUMAK Alumni Association
Tel. 050 5849 788
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3 HUMAK Pedagogy and Learning Environments

The operation of HUMAK University of Applied Sciences is based on the idea of a pedagogical community (see Figure 1). The student and the teachers closest to the student interact with each other at the core of the learning environment. Around the core is the social world of the HUMAK campuses, a diverse field of learning, expertise and activity. The student can choose between different learning environments in the themes offered. Students can attend contact instruction, work independently, experience work placement in Finland or abroad, create a learning project or study online. Literature surveys form an essential part of studies in all learning environments. A theme of 10 or 5 ECTS may be implemented in one or more learning environments. Many themes can be completed in alternative learning environments. Students can choose themes from different degree programmes and from the course offering of different HUMAK campuses. This means that they are able to utilize the course offering of the entire network-based university of applied sciences. The PSP counsellor appointed for the student provides guidance in the selection of courses.

The different learning environments in use at HUMAK are described briefly below. The letter in parenthesis is the code used on HumakPro to refer to the learning environment.

“Figure: learning environments”

Figure 1. HUMAK’s pedagogical community and learning environments.

3.1 Contact Instruction (K)

In contact instruction, the teacher and the student are both present in the learning situations. Contact instruction is implemented as lectures or by means of other participatory instruction methods. Participatory instruction involves, for example, small group instruction (participatory lectures, supervised group work, seminars, demonstrations, etc.). The amount of contact instruction varies between 60–130 hours depending on the particular theme. Themes implemented as contact instruction always entail also some independent work, whereby contact instruction is interspersed with independent work. A given theme may also be implemented as a combination of contact instruction and other learning environments (e.g., K+I, K+V or K+P).

3.2 Independent Work (I)

A theme implemented entirely as independent work involves no contact instruction whatsoever. Independent work gives the student an opportunity to gather and analyze information as well as produce new information independently at a time convenient for the student. The knowledge gained through independent work is often demonstrated with an exam or assignment, or a planning or evaluation report. Though students work independently, they are also entitled to receive guidance from the lecturer in charge of the particular theme. Independent work may involve the utilization of other environments supporting learning (M), such as different media, visits and excursions, and various organizations.

3.3 Other Environments Supporting Learning (M)

3.3.1 Media as a Learning Environment

The media have a significant role both in mediating information and in shaping opinions and creating attitudes. By following the media, one is always in tune with the latest phenomena. The media can be utilized in studying various phenomena and seeking new information. For example, our students can locate information on the latest research results from the media, and then get to the actual sources of research knowledge. Students can examine a given phenomenon through the image and information portrayed by the media. A critical and analytical approach can easily be included in one's learning by studying the image of certain issues and phenomena as portrayed by the media. For the student, various media act as sources of information but can also be utilized in completing different types of assignments if the use of the given medium is justified.

3.3.2 Visits, Study Trips and Excursions

Visits, study trips, excursions and key seminars may be included as parts of several learning environments, but they can also be used as independent learning environments at the discretion of the lecturer in charge of a given theme. A visit can be combined with literature, which will provide a theoretical foundation for reaching the learning objectives involved. Through their theoretical knowledge, students reflect on what they have seen and heard, and then drawn up a written report on the process. The scope of studies completed in this manner as well as the literature involved must be agreed upon in advance with the teacher in question.

3.3.3 Organizations, Institutions and Other Expert Bodies

Based on several agreements signed by HUMAK, experts at various organizations and institutions may be consulted as sources of information for students both at an individual and group level. Students have the opportunity to utilize the expertise of organizations and communities at different stages of their studies for various learning needs. The HUMAK campuses also employ experts and specialists from various organizations as lecturers and visitors. Upon agreement, students may visit the experts at their workplace. Connections can also be established and maintained via the Internet and video conferences. Expert contacts can also be utilized to establish new connections in the labour market and to set up learning and development projects.

3.4 Work Placement (T)

Work placement refers to working in an organization in one's field while studying and developing the work. It also includes the statutory training period of 30 ECTS to promote the student's professional expertise. The purpose of the training period is to develop and demonstrate the student's ability to apply the knowledge and skills gained to practical expert positions in the field. Work placement does not refer to practising old know-how but to adopting new know-how. In work placement, students use a research-based approach to combine research knowledge and practical experience in a given theme. The objective is that during the work placement periods, theory combined with practical work experience will result in learning, know-how and the gradual strengthening of the student's expertise in the field.

Students prepare for their work placement periods by familiarizing themselves with the workplace in advance. In addition, they define objectives for their learning based on the contents of the theme being completed through work placement. Objectives are defined for the following four areas: planning and organizing skills, social skills, technical skills and reflection and evaluation skills. At the early stages of studies, work placement focuses on familiarization with the labour market and

the particular field. At the later stages of studies, it focuses on the study of work, demanding and even independently performed tasks, the comparing of practice with theory found in the literature, as well as the development of new practices where applicable. During the actual work placement period, students complete the work and learning tasks assigned to them. After the work practice period, students report on what they have learned so that their learning can be evaluated and their professional development followed.

Positions involving the student's own field and the professional goals pursued may be selected for work placement. HUMAK and its campuses have work placement contracts with hundreds of employers. Many of these contract placements entail a mentor trained by HUMAK who is familiar with the learning and assessment system of HUMAK. The tacit knowledge of the practices of the field is communicated to the student in the teaching situations included in work practice periods by the mentor appointed at the workplace.

Each student must complete a minimum of 30 of their studies as work placement (training that develops professional expertise). Students may complete work placement periods according to their PSP throughout the academic year, also in the summer. Issues related to work placement are described in more detail in the various HUMAK manuals (e.g., the work placement manuals for students and the workplace). A directory of all HUMAK work placement contracts is available to our students on HumakPro.

3.5 International Learning Environment (KV)

HUMAK offers its students various opportunities to benefit from the international learning environment: international student exchange programmes, studies at foreign higher education institutions, pre-arranged work placement abroad, study trips and excursions abroad, organization of various events together with our foreign partners, and participation in international research and development projects.

Students can gain experiences in an international learning environment also in Finland by participating in multicultural activities. For example, they can work with foreign exchange students, take part in instruction given by visiting foreign teachers, instruct multicultural groups, select studies in internationalism or participate in foreign language instruction offered by other HUMAK campuses or other universities of social sciences. HUMAK campuses offer studies in English for foreign exchange students. Some of the studies have been structured in such a manner that students can complete them at more than one HUMAK campus and thus get to know several HUMAK campuses across Finland. Learning contents implemented in international environments are structured and developed in cooperation with our partners to suit the curricula of each party as well as possible.

3.6 Online Learning (V)

At HUMAK, students can use electronic communication and information services as a learning environment along with other learning environments. Usually online instruction is combined with other learning environments. In actual online learning, study material is posted on the Internet and students and teachers communicate with each other via the Internet.

During online courses, students complete learning assignments in HUMAK's network environment. Most of the communication takes place in writing. Online courses often include an orientation period implemented as contact instruction.

3.7 Projects (P)

Learning projects refer to projects aimed at increasing students' knowledge and at producing the agreed deliverables within a clearly defined schedule. Projects may involve research or investigation assignments, but they may just as well entail the implementation of a service or event. Projects offer students, for example, the following opportunities: to acquire group and team work skills; to establish contacts in the labour market important for the student's future; to acquire up-to-date information on the labour market and requirements therein; to practise goal-setting and the execution of multiprofessional tasks; and to practise the planning, implementation and evaluation of activities.

Learning projects may be completed individually or as group work. In addition to the practical implementation, the projects include literature on the theme. Students must negotiate the reporting and evaluation of their projects with the lecturer in charge of the particular theme. The product to be evaluated may be, for example, a written report, an event, an exhibition, a performance or a video montage. Students may participate in the labour-market-related projects organized by the HUMAK campuses, or suggest their own ideas for learning projects (for example, projects related to their own work). The starting point for development and project studies is always a real working-life need and demand.

3.8 Student Team (O)

The Student Team is the latest learning environment adopted at HUMAK. It involves the work placement and project learning environments supplemented by team learning. The Student Team is engaged in studies for an entire academic year. Students from all degree programmes offered at HUMAK are entitled to apply for membership in the Student Team.

During the Student Team year, students form their own working community, draft its rules and agree on the distribution of common tasks among themselves. The Student Team has a coach responsible for assisting and supporting the team and individual students in all issues related to work and project studies, learning, and working in a team and a working community.

The Student Team year also involves learning about entrepreneurship. The activities follow the graduate programme of the Junior Achievement Young Enterprise Finland. The programme lasts for one academic year, during which students set up their company, design a product, plan and manage marketing and sales, and handle accounting. At the end of the year, they close down the company and prepare an annual report and financial statements.

During the Student Team year, students complete studies worth 60 ECTS as follows:

- Team work and the rules of the labour market (theme Working Life Skills 10 ECTS)
- Entrepreneurship through the graduate programme of Junior Achievement Young Enterprise Finland (theme Private Cultural Enterprises 10 ECTS)
- Themes suited to the student's curriculum and PSP from courses offered in the T/O and P/O learning environments

In addition to teaching entrepreneurship and team work skills, the Student Team year aims to support students in learning organization and time management skills, in networking with companies and organizations, and in learning general working life skills. The activities aim to produce models on the laws of the labour market and thereby prepare students for the labour market after graduation either as entrepreneurs or employees working with an entrepreneurial attitude.

For further information, please contact:

Your PSP counsellor or the lecturer responsible for coaching
Niina Leinonen
Tel. 020 7621 363
niina.leinonen@HUMAK.edu

4 Evaluation and Credits

4.1 Development-Oriented Evaluation

At HUMAK, student evaluation and feedback are primarily qualitative in nature. Evaluation procedures are based on a development-oriented evaluation model, the central idea of which is to focus on recognizing issues essential to the student's future and professional development. The model emphasizes the students' planning, communication, technical and evaluation skills (see Figure 2).

Professional short- and long-term growth and development can be assessed using a SWOT analysis. It is also used for setting objectives for and evaluating the results of work placement. The mentor evaluates the student's performance in comparison to the objectives set by the student. The SWOT analysis is also used in the self-evaluation of the student's overall professional development included in the epilogue of the student's portfolio. The SWOT analysis can be supplemented with grading.



Figure 2. Development-oriented evaluation model.

In evaluating professional development, the ability to plan refers to the student's ability to gather information, examine the possibly conflicting reality, make justified choices and perceive the unknown near future. Social skills refer to the student's ability to interact with the community, to be a significant member of the community, influence decision-making and assist other members of the community in making their know-how available to the entire community. Practical skills are related to the student's ability to perform tasks with ease and good results. Evaluation skills refer to the ability to gather feedback on activities from various sources, evaluate different types of feedback, draw conclusions on the feedback and assess the points of departure for action, changing them if necessary.

Together, these four areas of competence form a basis for overall evaluation. The objective of the evaluation is to combine the areas of competence into a diverse professional understanding and proficiency. In development-oriented evaluation, the competencies described above are assessed in relation to the performance levels described below.

The evaluation aims to provide students with feedback on their learning and professional development, to provide teachers with information on the results of learning, as well as to guide the planning of studies and to provide potential employers with information on students' professional development. Each student receives separate written statements on their thesis and portfolio, the latter of which showcases the student's general professional proficiency.

4.2 Theme Evaluation

Theme evaluation is based on the objectives specified in the programme curriculum. Students must demonstrate that they have accomplished 40% of the objectives in order to pass a theme.

Themes are evaluated at three levels, using the following scale of 1–5 (HUMAK Evaluation Scale):

- Excellent (5)
- Good (3–4)
- Satisfactory (1–2)

Theme evaluation describes the student's strengths as well as the challenges to the student's development with respect to the objectives of the particular theme. In addition to the grading, the lecturer must comment as clearly and concisely as possible the student's strengths and areas for development. Where applicable, the student's self-evaluation is taken into consideration in theme evaluation.

Similar evaluation is applied to **theses** and **portfolios**. In addition, a written assessment is provided on theses. The evaluation of portfolios includes a SWOT analysis of the student's professional growth and development.

Students must complete the assignments included in a theme during the study period in question or at the latest within two weeks after the end of the period. The lecturer in charge of a given theme must evaluate the theme within four weeks after the deadline of student assignments. The grade and the evaluation are recorded in the student's completed studies on HumakPro. If the student is required to supplement a theme assignment, the lecturer in charge of the particular theme must indicate which aspects of the assignment require improvement. Any supplementary work specified by the lecturer in charge of the theme must be completed by the end of the academic year (31 July). Students who fail to complete the supplementary assignments in time must complete the entire theme again. In the assessment of the completion of individual assignments, the evaluation method applied may be negotiated between the student and the teacher. For example, the assessment may be oral or written.

If the evaluation of a theme is based on a written assignment, such as an essay, report or exam, the written work must be of adequate quality. In the evaluation of written assignments, the following issues are considered:

- Scope of facts presented and the application and accuracy of concepts used in relation to the subject
- Practical application and personal perspective
- Critical evaluation and grasping of the subject
- Stylistic consistency and clarity

Written assignments are evaluated in the same manner as themes, at three levels, using the following scale of 1–5 (HUMAK Evaluation Scale):

- Excellent (5)
- Good (3–4)
- Satisfactory (1–2)

At the Excellent level, students must be able to assess their own approach to the topic as well as alternative perspectives. Ideally, the student should be capable of applied and creative thinking. At the Good level, the student is able to relate the issues to a larger whole. At the Satisfactory level, the student focuses on essential issues.

4.3 Work Placement

For work placement periods, students receive feedback from the mentor appointed to them at the workplace. In addition, students must write a report on their learning to the lecturer in charge of the particular theme. The purpose of the report is to enable the later examination of events taking place during the work placement period, as well as to develop the student's professional competence through reflection. The report may be a written report, a portfolio, a video report or any other product that can be evaluated, as agreed upon with the mentor. Ideally, the report is a creative combination of these forms. Students receive feedback on their reports, the purpose of which is to support their professional development. The reports are evaluated according to the following scale (HUMAK Evaluation Scale):

- Excellent (5)
- Good (3–4)
- Satisfactory (1–2)

Excellent report (5):

The student is able

- To limit the scope of the subject and the questions involved effectively
- To justify their actions and choices as well as analyze them systematically and accurately (ability for self-evaluation)
- To assess the methods and practices of the work community using background theories (from the perspective of both the workplace and its target group)
- To assess and evaluate alternative practices
- To present arguments for their evaluations based on relevant theories
- To outline new practices and models for the workplace (in ideal cases)

Good report (3–4):

The student is able

- To see their own work as part of a whole
- To demonstrate an understanding of the principles behind the operations of the workplace (e.g., why the organization arranges certain types of cultural events)
- To display an awareness of the existence of alternative procedures and the principles behind them (i.e., knows that things could be done differently and based on different assumptions)

Satisfactory report (1–2):

The student is able

- To focus on issues essential to the report
- To describe systematically and consistently the things done at the workplace (workplace operations and the student's own tasks) and what they have learned (self-evaluation)

4.4 Thesis

All degree programmes offered at HUMAK include a thesis and a maturity test, for which general regulations are described in Sections 4, 7 and 10 of the Polytechnics Decree (352/2003).

In the thesis, students demonstrate their command of the principles and methods related to a research-based approach, knowledge of the research tradition in their field, and ability to produce new knowledge in the field. The purpose of the thesis is to develop and demonstrate the student's ability to apply their knowledge and skills to expert and development positions within their own field. The objective is to encourage students to familiarize themselves with a subject or field related to their professional specialization studies. The writing of the thesis develops the student's professional problem-solving skills and guides them towards using the methods necessary in problem-solving tasks. In addition, the thesis teaches students independent, reflective and creative solution-focused thinking and action. The thesis is always a written report, which examines the selected topic analytically and critically, and offers well-argued solutions to the hypotheses or problems presented.

A student can prepare a research- or practice-based thesis. In a research-based thesis, the phenomenon chosen is examined using a scientific approach. At universities of applied sciences, the research-based approach leans heavily towards applied research that involves the objective of developing the professional field in question. In a practice-based thesis, the objective is to develop instructions or guidelines, or to organize or rationalize specific activities in the professional field. Also in the case, the thesis has a strongly professional and applied objective.

The scope of the thesis is 30 ECTS altogether. The research and methodology studies (15 ECTS) and the actual thesis (15 ECTS) have received different emphases and themes in different degree programmes.

A thesis supervisor is appointed for each thesis. Students may complete their thesis as independent, pair or group work. The thesis may also be carried out as a joint project by students from different educational fields, degree programmes or higher education institutions. A thesis carried out as pair or group work is evaluated as a whole, but each student must be able to demonstrate their contribution to the thesis. Theses are evaluated according to the following scale (HUMAK Evaluation Scale):

- Excellent (5)
- Good (3–4)
- Satisfactory (1–2)

In addition, a separate written assessment is provided on the thesis. The assessment is written by the thesis supervisor together with a second evaluator (e.g., another lecturer or a representative of the labour market). The student receives the assessment immediately after the evaluators have completed their joint statement on the thesis. A thesis is accepted for evaluation only if its content and form constitute an assessable entity. The decision on whether or not a thesis can be submitted for evaluation is made by the thesis supervisor. Any decision to return a thesis to the student for corrections or improvement must be justified.

In connection with the thesis, all students complete a maturity test demonstrating their familiarity with the field and proficiency in Finnish or Swedish. When the student is not required to have the language proficiency referred to in Section 8, Subsection 1 of the Polytechnics Decree (352/2003), the decision on the maturity test is made by HUMAK. The Thesis Manual included in our quality system lists the focal points and standards for the evaluation of theses.

4.4.1 Thesis Quality Criteria

Labour market relevance

A majority of the thesis topics (75%) must have labour market relevance. A thesis is considered to have labour market relevance when

- 1) either HUMAK or the student is paid for the work by a company or organization based on a contract signed prior to the commencement of the work;
- 2) a representative of the labour market is appointed as the mentor in the project based on a contract signed prior to the commencement of the work; or
- 3) a company or organization intends to use the results of the project in its operations, and a letter of intent to this effect has been signed prior to the commencement of the work.

Adequate facilities

- The student has the opportunity to receive adequate supervision in order to implement the work required for a thesis.
- The student's methodology and professional specialization studies support the project.
- There are adequate IT and other equipment and software available to the student, and the student knows how to use them.

Effective thesis supervision

- A thesis supervisor is appointed for each student.
- The HUMAK campus has adequate resources for thesis supervision.
- The lecturers in charge of evaluating theses have a common idea of the purpose and objectives of thesis projects.

Quality of thesis evaluation

- Students are aware of the thesis evaluation criteria.
- The evaluation criteria are applied consistently, and the evaluation is well argued and verifiable.
- Theses completed and their evaluations made at different HUMAK campuses are comparable.
- Students are entitled to receive their thesis evaluation immediately after the evaluators have completed their joint statement on the thesis.

4.5 Portfolio

In the course of their studies, students collect evidence on their expertise in a student portfolio, which they can use to compile references for, for example, work placement or summer job applications. At the end of studies, this material is compiled into a final portfolio, which is presented to evaluators appointed by the HUMAK campus and to HUMAK students from later classes. At least two lecturers participate in the portfolio evaluation and, when necessary, a representative of the labour market.

Portfolios are evaluated according to the following scale (HUMAK Evaluation Scale):

- Excellent (5)
- Good (3–4)
- Satisfactory (1–2)

In addition, a separate written assessment is provided on the portfolio.

A portfolio consists of

- A prologue (introduction of the student and of the student's objectives)

- Basic areas of professional competence (depending on the particular degree programme)
- An epilogue (self-evaluation of learning and presentation of goals for future development)

The basic areas of professional competence have been defined as follows in the different degree programmes:

Degree Programme in Civic Activities and Youth Work

- Guidance, growth support and instruction practices
- Operating environments of civic activities and youth work
- Development of civic activities and youth work

Degree Programme in Cultural Management

- Knowledge of the cultural operating environment
- Financial and technical competence in cultural management
- Competence in production processes

Degree Programme in Sign Language Interpreting

- Working languages: Finnish, Finnish Sign Language, other spoken or signed language
- Operating environments: translation, interpreting, instruction

The evidence collected into the portfolio can consist of, for example, the output of projects implemented at a workplace (brochures, reports, photographs, videos), feedback on one's professional competence (evaluations by supervisors and colleagues, feedback on events arranged, outside feedback, etc.) or output related to one's studies, such as various written assignments.

In the final portfolio, students must demonstrate their professional competence in all basic areas. However, the emphasis of each area depends on the student's professional specialization. The method of documentation in the portfolio may be chosen freely but the documents must be verifiable. The evaluation focuses on the examination of the basic areas of professional competence and of the epilogue section.

The evaluation criteria common to all basic areas of professional competence are the ability to plan, to apply knowledge, to set goals, to make and understand choices and value judgements, to conceptualize and hypothesize, and to interact with others.

An interim evaluation of portfolios is arranged halfway through studies (e.g., at the beginning of the third year). The purpose of the interim evaluation is to give students feedback and guidance for compiling their final portfolio.

4.6 Credit Transfer

Credits completed in other higher education institutions are transferred and recognized in accordance with the Degree Regulations of HUMAK University of Applied Sciences.

5 Virtual Campus Hunet

Hunet is a collection of information network services with which HUMAK students, faculty and other staff can interact with each other and with stakeholders. Hunet enables network-based planning, development, supervision and studies, as well as connections between the labour market and the HUMAK campuses, independent of time and place. The virtual campus consists of the following components:

- HumakPro
- HUMAK website
- Email services
- Video services

5.1 HumakPro

HumakPro is a web-based intranet developed by HUMAK, which provides a shared environment to students, staff and stakeholders for, for example, registering on courses, presenting evaluations, communicating, as well as planning and developing various activities. HumakPro also contains staff and student records, which are intended for internal use. The system can be used to generate various statistics and reports for administrative purposes, as well as information on the work placement positions available to HUMAK students. The online courses of HUMAK are all offered via HumakPro. The use of HumakPro requires a user ID and a password.

On HumakPro, students are able, for example:

- To view the course offering of all HUMAK campuses and register on courses
- To develop their PSP
- To follow the progress of their studies and the course evaluations they have received
- To send internal messages and participate in planning and development work, or follow and participate in discussions taking place on course forums
- To save and edit documents
- To use a form editor and a calendar
- To participate in online learning periods
- To update their contact information
- To sign up for exams
- To print contact information reports
- To make accommodation reservation requests
- To search for information on other users
- To manage their personal web pages
- To look for work placement position through the Job Marketplace
- To register as present or absent for the academic year

5.2 HUMAK Website

HUMAK's public website contains general information on HUMAK. The website contains, for example, contact information, information on the course offering at HUMAK, and instructions on how to apply to HUMAK. The website also contains information on HUMAK's cooperation with the labour market, research and regional development, library and publishing services, as well as studies in general. The Finnish-language website is available at **www.HUMAK.edu**. It contains a link to the English-language website.

5.3 Email Services

The HUMAK email service, IMP, complements the communication services of Hunet. At the beginning of their studies, students are instructed in using their HUMAK email address, which they can use throughout their stay at HUMAK. Email enables electronic communication between HUMAK and outside parties.

5.4 Video Services

In video conferencing situations, a real-time connection is established via the Internet between two or more parties. At HUMAK, video conferencing is used both as a pedagogical tool promoting learning (teaching) and as a communication tool in the development and planning activities at HUMAK.

In addition to video conferencing, it is possible to use video streaming technology (monodirectional live streaming media based on video technology).

5.5 Finnish Online University of Applied Sciences

The Finnish Online University of Applied Sciences is a national consortium of Finnish universities of applied sciences. All Finnish universities of applied sciences are involved in the cooperation, offering various online studies in accordance with their profiles and fields of specialization. The online studies enable students to profile their own degree or select studies not offered at HUMAK.

HUMAK students who have registered as present are entitled to apply for a right to participate in the studies offered via the Finnish Online University of Applied Sciences portal. The application for a right to study and registration for studies are completed electronically at the portal. Prior to registering on courses, however, HUMAK students should update their PSP with their PSP counsellor and make the necessary arrangements to have studies from the Finnish Online University of Applied Sciences credited towards their degree.

The portal of the Finnish Online University of Applied Sciences is located at **www.amk.fi**. The application of a right to study requires registration at the portal. For degree students, studies at the Finnish Online University of Applied Sciences are free of charge. Further information on the Finnish Online University of Applied Sciences is also available on the HUMAK website. ■

6 International Activities at HUMAK

HUMAK actively develops the international dimensions of its educational activities. This effort is considered a valuable objective as well as a means to achieve other goals. Indeed, HUMAK offers its students a wide range of opportunities to participate in international activities: international student exchange programmes, work placement abroad, study trips and excursions, global projects, art and cultural events organized with foreign partners, international research and development projects, and so on.

The objective is that one third of all HUMAK students participate in international student exchange programmes.

HUMAK is developing common curricula suitable for exchange programmes together with its international partners.

The objective is to diversify and expand the studies offered in the fields of the humanities, pedagogy and culture.

All students planning to participate in an international student exchange programme must complete the Valtteri online course. This course familiarises students with the Finnish culture and, among other issues, with foreign cultures, the target countries, HUMAK's partner institutions and various issues related to the student exchange. For more information on the course, please contact the lecturer responsible for international affairs in your degree programme.

6.1 Exchange Programmes

6.1.1 Lifelong Learning Programme 2007–2013

The Socrates and Leonardo da Vinci programmes of the European Union expired at the end of 2006. The new Lifelong Learning Programme (LLP) replaces these programmes.

The Lifelong Learning Programme comprises four programmes:

- Comenius
- Erasmus
- Leonardo da Vinci
- Grundtvig

Erasmus is a subprogramme of the LLP that seeks to enhance the quality of education, increase international cooperation between higher education institutions, and promote student and staff mobility. In addition, the programme aims to promote reciprocal credit and grade recognition in Europe.

Erasmus cooperation is based on bilateral agreements signed between higher education institutions or campuses. Erasmus projects can be implemented with any higher education institution located in a country that participates in the LLP.

6.1.2 Nordplus

HUMAK participates in the Nordic Network in Arts Management of the Nordplus programme. The network includes universities and universities of applied sciences in Denmark, Finland, Norway

and Sweden. Students and teachers may apply for grants in order to participate in Nordic exchange programmes.

6.2 International Exchange Partners

6.3 Language Proficiency

The language used in the student exchange programmes is usually English, but also German, French or any other language may be used. Students must have at least good proficiency in the target language, and they must demonstrate their proficiency in a test prepared by a language teacher of the student's HUMAK campus.

6.4 Funding

Students planning to participate in international student exchange programmes may apply for grants provided by the degree programme, Kela's study grant and housing supplement, as well as grants or scholarships from various organizations and foundations. HUMAK offers about 70 student exchange placements and 30 teacher exchange placements each year.

Usually studies abroad last for an entire term. However, the minimum period is three months. Students may participate in exchange programmes at the earliest in their second year of studies. For more information on funding and the studies offered by HUMAK's exchange partners, contact the international affairs coordinator of your HUMAK campus. A list of HUMAK's international partners is available at <http://www.HUMAK.edu/english/partners.php>.

Further information:

International Affairs Coordinator
Timo Sorvoja
Tel. 020 7621 352
timo.sorvoja@HUMAK.edu

7 Courses 2007–2008

The courses offered at HUMAK in the academic year 2007–2008 consist of courses required for all HUMAK students, and courses offered in the degree programmes in Civic Activities and Youth Work, Cultural Management or Sign Language Interpreting. The courses offered in each degree programme as well as all courses offered in English are open to all HUMAK students. Other optional studies open to all students are described in Section 7.5.

The curriculum of each degree programme describes the objectives and content of each theme, and presents the theme chart of the degree programme for 2007–2008. More detailed information on the themes offered in different learning environments by each degree programme, as well as the descriptions and required literature of each theme, is available on HumakPro.

7.1 HUMAK Core Studies

(Sisäsivu keltaisella)

The objective of the HUMAK Core Studies module is to prepare students for university studies, for drafting, implementing and updating a Personal Study Plan (PSP), and for evaluating their own learning. The module familiarizes students with the values of HUMAK University of Applied Sciences, and enables them to draft a PSP that supports the achievement of a distinctive professional competence. Students are encouraged to utilise HUMAK's educational technology solutions and opportunities to facilitate their studies.

The following sections describe the courses included in the HUMAK Core Studies module.

7.1.1 Professional Orientation

Students are familiarized with the professions, operators, practices and prospects of their own field. They are also familiarized with the position of HUMAK in the educational system of Finland and in the labour market.

7.1.2 Digital Literacy

Students learn how to use HUMAK's virtual campus Hunet. They acquire an understanding of the possibilities offered by the Internet as a tool to support studies and gain experience in gathering information from the Internet and in using the key methods of online work.

They acquire the basic IT skills required in their studies, such as the basics of information technology, computer use and data management, and word processing (Microsoft Word), spreadsheet (Microsoft Excel) and presentation (Microsoft PowerPoint) software.

7.1.4 Humanism

The Humanism online course provides students with online interaction skills, and familiarises them with the values of HUMAK: humanism as a life stance, the history of humanism, and the alternatives to a humanist life stance. The course is implemented as group work. Based on course

material, students engage in online discussions on issues related to humanism and finish the course with a written report.

7.1.4 Written Communication

Students learn to identify different forms of written communication. They become familiar with the principles of scientific writing and with completing written assignments, such as essays and reports, in accordance with the HUMAK guidelines.

7.1.5 Study Skills

Students acquire basic information on learning as well as different learning methods and environments. The course emphasizes the importance of self-directed and research-based learning, as well as skills in information gathering. Students become familiar with the characteristics of HUMAK: its learning environments, curricula and degree programmes. They learn to utilize the different options and learning environments available in HUMAK's curricula that enable them to develop a distinctive study path. In addition, students learn to plan and evaluate their own learning and development needs.

7.1.6 Collaboration

Students develop their expression as well as their performance and interaction skills. They are introduced to team work and the forms of collaboration involved. Students also learn about the project as a method of learning and working. The HUMAK Core Studies module forms the following two themes of 5 ECTS each:

- Introduction to University Studies
 - Digital Literacy
 - Written Communication (degree programmes of Cultural Management and Sign Language Interpreting)
 - Study Skills
- Introduction to Profession and Professional Field
 - Professional Orientation
 - Humanism
 - Written Communication (Degree Programme in Civic Activities and Youth Work)
 - Collaboration

The courses included in the themes vary by HUMAK campus. They are described on HumakPro. ■

7.2 Degree Programme in Civic Activities and Youth Work

Degree: Polytechnic Degree in the Humanities

Title: Bachelor of Humanities

Scope of Degree: 210 ECTS, 3.5 years

The objective of the Degree Programme in Civic Activities and Youth Work is to train versatile experts with good interaction and cooperation skills for work in the field of civic activities and youth work, as well as in positions offered by educational and development organizations. The responsibilities of our graduates may include, for example, expert, guidance, educational, training,

activating, developing, organizing or supervisory positions. The degree programme provides students with capabilities for multiprofessional work and the development of cooperation between different sectors of the society.

The graduates of the degree programme are dynamic and versatile specialists who are able to operate in the constantly diversifying and changing labour market. The strengths of our graduates include the ability to develop activities comprehensively, to build a community spirit and to support socially sustainable development. Socially aware professionals involved in building and developing a world based on the idea of community, our graduates are capable of active and independent decision making, and are able to solve problems with the help of a solid foundation based on humanistic values. As responsible educators and instructors of individuals and groups, they are able to support and motivate people in all kinds of life situations, and to build trust between various groups of people.

In the Degree Programme in Civic Activities and Youth Work, studies are paced according to the following pedagogical stages:

- Learner: laying the foundations of knowledge and pedagogical competence (Basic Studies module)
- Performer and applier: acquiring the basic skills required in the field (Instruction and Interaction Studies module)
- Developer: further development and development-oriented application of expertise (Professional Specialization and Thesis module)

The first year of studies engages each student as an active member of HUMAK University of Applied Sciences. During the first year of studies, students begin to grasp the theoretical principles related to civic activity and youth work, and become active learners and information seekers.

During the second year, students continue to draw the theoretical map of the field and concentrate on developing their instruction and interaction skills. In addition, they complete optional studies in their own or in other degree programmes offered at HUMAK, or at other higher education institutions. Students acquire practical experience through work placement projects (training that develops professional expertise). They attend group instruction sessions to share and reflect on their professional experiences. When possible, students also participate in a significant national event or seminar of their field.

During the third year, students focus on professional specialization and increase their theoretical understanding of the field. During professional specialization, theoretical understanding and practical know-how are combined and refined into development perspectives. Learning projects, thesis seminars and the presentation of interim portfolios function as practical opportunities for reflecting on and improving one's learning.

For the final six months, students further develop their professional expertise and strengthen their knowledge of their area of specialization, and work on their thesis. If the professional specialization project has been postponed to the final term, then work on the thesis should be started during the third year. Students demonstrate and reflect on their professional development during thesis presentation, feedback seminars and portfolio presentation.

Opintojen kuvaukset (pystyyn oikeaan reunaan)

7.2.1 HUMAK Core Studies 10 ECTS

The module is described on pages ~~##-##~~.

7.2.2 Basic Studies 80 ECTS

The Basic Studies module (80 ECTS) consists of six themes of 10 ECTS each and four themes of 5 ECTS each. Each theme examines civic activities and youth work from the perspective of a certain field of science or research by creating a dialogue between the theoretical principles and the practices in the field. The following brief descriptions of the offered themes present their objectives and contents. During the Basic Studies module, students are also introduced to the themes offered in the Instruction and Interaction Studies module. This allows them to make informed decisions regarding their studies within that module.

Introduction to Civic Activities and Youth Work 10 ECTS

Objective: Students acquire a general knowledge of the development and current state of civic activities and youth work. They refresh their understanding of the history and current state of the society, its structures, operators and service systems. Having completed the theme, students understand the social significance of the field and are able to relate the development and current state of civic activities and youth work to the development of the Finnish society. They are also able to grasp the nature of both the national and international operating environments.

Content:

- History of civic activities and youth work
- Principles and practices of civic activity, youth work and non-governmental organizations (NGOs)
- Finnish society then and now
- Social operating structures, organization and service systems
- Legislation concerning the field
- Professionalism in civic activities and youth work

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Life Cycle, Education and Culture 10 ECTS

Objective: Students learn to examine education as part of the life cycle of individuals, and are able to grasp the significance of culture and communities to the development and identity formation of individuals at different stages of the life cycle. The theme is based on the viewpoints of educational science and sociology.

Content:

- Objectives and values of education
- Education and socialization (including the study of gender-related issues)
- Education as formal and informal activity
- Life-cycle thinking and regularities in an individual's development
- Cultural communities as educators in different phases of the life cycle (family, school, peer groups, etc.)
- Education in a multicultural society
- Community educator's role as an educator

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Changing Society and Citizenship 5 ECTS

Objective: Students focus on internationalism and globalization, as well as on current themes related to them. Having completed the theme, they understand the significance of the globalizing society, citizenship and advocacy. In addition, they have a better understanding of the rules of

social action. The theme provides a socio-political and sociological perspective on the operating environments of the field.

Content:

- Diverse and pluralistic world and society
- European Union and the globalized world
- Significance, rights and responsibilities of citizenship
- Different forms of participation and social activity

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Introduction to Instruction 5 ECTS

Objective: Students become familiar with the nature and principles of instruction as a community education activity. Having completed the theme, students have personal experience in participatory instruction and in acting as an instructor. In addition, they have an overall understanding of the instruction of both individuals and groups. The theme introduces a community education viewpoint on instruction.

Content:

- Interaction, encounters and collaboration
- Didactic principles and practices of participatory instruction
- Community educator as instructor
- Ethics of participatory instruction
- Encountering difference and considering individuality in instruction situations

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Social Reinforcement and Participation 5 ECTS

Objective: Students are familiarized with the principles and practices of social pedagogy. Having completed the theme, they understand what the concept of social reinforcement entails and how one can best support the well-being of individuals and communities. The theme is based on a socio-pedagogical approach.

Content:

- Social pedagogy and social reinforcement
- Participation and exclusion
- Holistic well-being and life management
- Principles of substance abuse prevention, prevention of mental disorders, and youth work

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Introduction to Marketing and Communication 10 ECTS

Objective: Students become familiar with the basic principles and practices of communication, particularly in organizational marketing and communication. Having completed the theme, students have good command of basic communication skills and understand the importance of information and marketing to civic activities and youth work. They are able to use different media to draw public attention to their work. Furthermore, they are able to consider the target group and select tools and styles that correspond to its expectations. The theme approaches the field from the perspective of marketing and communication.

Content:

- Organizational and community communication
- Written and oral communication
- Conference and negotiation skills
- Youth information and youth media culture
- Information and marketing in practice – why and how?
- Drafting a communications and marketing plan

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Operators and Financing of Civic Activities and Youth Work 10 ECTS

Objective: Students are introduced to the administrative and financial basis and the established practices of the public, private and third sectors. In addition, students are introduced to project work and financing. Having completed the theme, students know the basic principles of NGOs and the nature and financial structures of the field. They are able to draft budget plans, and understand the importance of accounting. The theme introduces students to the financial and administrative perspectives of civic activities and youth work.

Content:

- Introduction to NGO activities
- Introduction to the management of finances
- Introduction to municipal finances
- Projects and their financing
- Introduction to business administration

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Introduction to Intercultural Interaction 5 ECTS

Objective: Students are introduced to the concept of culture and the diverse forms in which it appears, Finnish minority cultures, and the principles and practices of multicultural work. They learn to understand the influence of culture on their own and on other people's behaviour. Having completed the theme, students are better equipped to understand difference and encounter individuals and groups representing different cultures. The theme examines the field from the perspective of cultural research and social pedagogy.

Content:

- Global ethics and racism
- Language, nationality and identity
- Immigrants and other minorities
- Multicultural work, encountering difference

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Introduction to a Research-Based Approach 10 ECTS

Objective: Students are introduced to a research-based approach and learn to use it their studies. Having completed the theme, they are able to produce and evaluate information analytically. They understand the idea and significance of the approach as part of their professional development and the development of communities. The theme offers the perspective of research-based learning to developing professional practices.

Content:

- Research-based approach – what and why?

- Introduction to scientific research and critical literacy
- Principles and practices of producing a thesis
- Projects as part of the research-based approach
- Introduction to quantitative and qualitative research methods, and to gathering and analyzing source material

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Language Skills as Foundation of International Relations 10 ECTS

Objective: Students develop their oral and written language skills and improve their ability to communicate in a foreign language. The objective is to achieve the level of language and communication proficiency required in the increasingly international business and working life, and in the Government Decree on Polytechnics (cf. Act on the Knowledge of Languages Required of Personnel in Public Bodies 424/2003, and the Common European Framework of Reference for Languages).

Content:

- Based on a placement test, a personal language study plan is drafted for each student.
- Following their personal language study plan, students can freely structure the 10 ECTS of the theme.
- Students may include studies in other languages than English and Swedish in the theme (including studies completed at other educational institutions).

The language courses of the theme are offered throughout the academic year and the duration of the degree programme. Language courses (2 ECTS each) are arranged in such a way that they do not hinder participation in other courses.

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

7.2.3 Instruction and Interaction Studies 30 ECTS

The Instruction and Interaction Studies module (30 ECTS) familiarizes students with the theoretical and practical aspects of the instruction methods commonly used in civic activities and youth work. During this study module, students can develop their ability to encounter various types of individuals, groups and communities. In addition, they learn to plan, implement and evaluate goal-oriented and participatory activities in different environments.

The module focuses on collaborative and interactive education situations that are based on experiential learning, as well as reflection on these situations. In the implementation of this module, the goal is to utilize authentic operating environments in the field. These environments are studied and evaluated critically, and students are encouraged to seek new opportunities and alternatives for existing practices.

Special Education 30 ECTS

Introduction to Special Education 10 ECTS

Objective: Students acquire a general understanding of the harmful effects and risks related to changes in a person's social, psychological and physical functional ability. They understand the values, significance and principles of special education and instruction. Students become familiar with and through encounters gain personal experience in working with children, young people, communities or families with special needs. They are introduced to various types of disabled

people and to development disabilities and the possibilities available to special education in dealing with these challenges. Students must complete this theme before completing other themes in this module.

Content:

- Introduction to special education
- Psychological and physical developmental disabilities of children and adolescents, and their contributory factors
- Introduction to instruction methods and interventions for groups with special needs
- Introduction to a special needs group and/or participation in the planning and production of an activity designed for such a group
- Community educator as instructor and special education provider
- Different groups of disabled people and chronic diseases
- Participating in a special education seminar

Implementation: Haapavesi, Joensuu, Lohja, Tornio

Practices and Models of Special Education 10 ECTS

Objective: Students are introduced to various instruction and education practices used in intervention projects. They learn to use and apply the participatory methods and models of special education in personal and group instruction provided for special needs groups. Students become familiar with providing psychosocial support and ensuring equal participation opportunities at the community level.

Content:

- Various projects related to special education and instruction
- Targeted action in youth work for special needs groups
- Special needs services and service coordination
- Introduction to key participatory methods and models in special education

Implementation: Haapavesi, Joensuu, Lohja, Tornio

Special Education in Child Protection, Institutional Care and Family Work 10 ECTS

Objective: Students deepen their understanding of special education and are able to apply the methods acquired to multiprofessional growth environments that support life management. They learn to understand the nature and social significance of special education environments.

Content:

- Social dimensions of life management
- Interprofessional collaboration
- Applying special education models and practices in child protection
- Mentor activities
- Using family work to support the growth of adolescents

Implementation: Haapavesi, Joensuu, Tornio

Special Education in Civic Activities and Youth Work 10 ECTS

Objective: Students are introduced to the target groups and operating environments of special education, support and instruction within civic activities and youth work. They become familiar with one special education and instruction environment and its methods, and learn to assess the

environment in relation to their professional field. During the theme, students develop their instructor identity and learn to critically evaluate and develop their own performance.

Content:

- Target groups and operating environments of special education in civic activities and youth work
- Operating environments of special education in relation to the student's professional field
- Applying models and methods in practice
- Encountering people with special needs
- Building, evaluating and developing the student's instructor identity

Implementation: Haapavesi, Lohja

Health and Physical Education 30 ECTS

Introduction to Health and Physical Education 10 ECTS

Objective: Students gain experience in planning, implementing and participating in health and physical education activities. They learn to base their decisions related to instruction on knowledge regarding individual development and community well-being. Having completed the theme, students have a better understanding of the significance of health and physical education, and of the possibilities it provides for supporting growth and strengthening a sense of community.

Content:

- Goals and methods of health and physical education
- Importance of physical exercise to various aspects of individual development at different ages
- Health habits and attitudes
- Physical exercise services and activities supporting working capacity
- Planning and implementing a sports event
- Community educator as instructor and provider of physical education

Implementation: Tornio

Methods of Health and Physical Education 10 ECTS

Objective: Students deepen their understanding of the principles of health education and different sports and other forms of exercise, and develop their instruction skills in these areas especially from the perspective of supporting participation. Having completed the theme, students understand and are able to consider the needs of the target group in planning and implementing instruction.

Content:

- Physical, psychological and social impacts of exercise
- Community and participation from the perspective of exercise instruction and health education
- Planning, implementing and evaluating instruction
- Organizing health and/or physical education activities in practice

Implementation: Tornio

Health and Physical Education in Civic Activities and Youth Work 10 ECTS

Objective: Having completed the theme, students understand comprehensively the significance of knowledge, skills and attitudes related to health and physical education in goal-oriented instruction,

and are able to apply them in the different operating environments of civic activities and youth work.

Content:

- Planning, instructing and evaluating health and physical education
- Health and physical education as part of civic activities and youth work
- Health and physical education organizations

Implementation: Tornio

Activities Promoting Working and Functional Ability 10 ECTS

Objective: Students acquire a better understanding of the relationships between physical, psychological and social working and functional ability. Having completed the theme, students know how to plan, implement and develop activities that promote working and functional ability.

Content:

- Physical, psychological and social working and functional ability
- Regulations regarding activities that promote working and functional ability
- Instructing activities that promote working and functional ability

Implementation: Tornio

Participation and Collaboration 30 ECTS

Introduction to Participation and Collaboration 10 ECTS

Objective: Students understand different motivating factors that either encourage or discourage people to participate in activities. Students learn to evaluate their own role as a participant and a promoter of participation. They familiarize themselves with participatory and functional methods, and practise their use in an operating environment of civic activity or youth work. In addition, students improve their knowledge of group dynamics – behaviour within a group and factors at play between various groups.

Content:

- Social motivating
- Various forms of participation
- Participation opportunities of special needs groups
- Group dynamics
- Participatory, activating and collaborative methods
- Instructor's roles, tasks and ethics
- Community educator as instructor and as implementer of a participatory approach

Implementation: Nurmijärvi

Collaborative Methods in Civic Activities and Youth Work 10 ECTS

Objective: Students improve their ability to use participatory and collaborative methods in the operating environments of civic activity and youth work. Having completed the theme, students understand the instrumental significance of the methods for goal-oriented activities, and are able to apply at least one method creatively. During the theme, students develop their instruction skills and evaluate their performance as instructors and promoters of an operating culture that strengthens participation.

Content:

- Operating cultures and goals of activities
- Introduction to collaborative methods; specialization in one method
- Creative application and evaluation of methods

Implementation: Nurmijärvi, Äänekoski (Student Team)

Participatory Project Work 10 ECTS

Objective: Students learn to participate in as well as develop project work. They become familiar with methods that encourage individuals and group members to participate in planning, organizing and evaluating various activities. Particular attention is paid to groups which are often excluded from participation. Having completed the theme, students understand the significance of interactive communication as part of project implementation.

Content:

- Participatory planning, implementation and evaluation of projects
- Interactive communication
- Target and stakeholder analyses
- Participatory development of project work

Implementation: Nurmijärvi, Äänekoski (Student Team)

Collaborative Development of Work and Voluntary Communities 10 ECTS

Objective: Students learn to study the roles and groups within work and voluntary communities, the relations between different groups, as well as the legal grounds for collaboration. They also learn how to discover tools for promoting collaboration. Students specialize in the development challenges of a particular community, such as a work or student community, or the board of a local association.

Content:

- Community activities
- Legal grounds for collaboration
- Action research
- Methods of developing working conditions and practices
- On-the-job learning in professional and voluntary work

Implementation: Nurmijärvi

Adventure Education 30 ECTS

Introduction to Adventure Education 10 ECTS

Objective: Students gain experience in adventure education, learn to understand the principles of adventure education and experiential pedagogy, and acquire the general knowledge and skills required in adventure education. Having completed the theme, students understand the meaning of adventure education as well as the possibilities it offers for supporting personal growth and a sense of community.

Content:

- Adventure exercises
- Introduction to the sports and camping skills used in adventure education
- Introduction to debriefing and analyzing activities

- Introduction to physical and psychological safety precautions
- Community educator as instructor and provider of adventure education

Implementation: Tornio, Äänekoski

Special Skills Required in Adventure Education 10 ECTS

Objective: Students develop the sports and other special skills of their choice to a level at which they can use the skills safely in instructing groups. Students learn to understand the importance of technical skills in goal-oriented education and instruction.

Content:

- Basic instructor training required by sports association, or equivalent training
- Instruction exercises
- Camping skills
- Safety plan

Implementation: Tornio

Adventure Education in Civic Activities and Youth Work 10 ECTS

Objective: Students learn to apply the methods of adventure education in the operating environments of civic activity and youth work. They develop their own instruction skills and learn to consider the perspectives of participation and community in their instructing.

Content:

- Planning, implementing and evaluating an activity involving adventure education
- Developing instruction skills
- Developing self-evaluation skills
- Developing safety thinking

Implementation: Tornio, Äänekoski

Group Processes in Adventure Education 10 ECTS

Objective: Students learn to observe the phenomena occurring in activity groups, and to influence the phenomena in light of the educational objectives involved. They learn to evaluate their own performance as group members and instructors. Furthermore, students understand their possibilities of influencing group dynamics by using the methods of adventure education.

Content:

- Group phenomena and their consideration in group instruction
- Group processes in adventure education
- Debriefing and analyzing activities
- Ensuring the safety of the group

Implementation: Tornio, Äänekoski

Art and Cultural Education 30 ECTS

Introduction to Art and Cultural Education 10 ECTS

Objective: Students gain personal experience in art and cultural education, and obtain basic knowledge of the tools and most typical operating environments of art and cultural education.

Having completed the theme, students understand the importance of creative expression to personal growth, as well as the possibilities offered by art and culture for supporting the development of individuals and communities.

Content:

- Pedagogical, artistic, scientific and philosophical principles of art and cultural education
- Community-based art education
- Introduction to the participatory methods and operating environments of art and cultural education
- Community educator as instructor and provider of art and cultural education

Implementation: Joensuu

Creative Expression in Art and Cultural Education 10 ECTS

Objective: Students develop their expression and creativity, and deepen their understanding of the educational significance of art and culture by using the educational methods provided by the art form of their choice. Having completed the theme, students are able to use the educational methods of their art form as a tool in goal-oriented instruction.

Content:

- Art and culture as tools of self-expression and creativity
- Education that promotes creativity and self-expression
- Supervising an art education process that promotes a sense of community

Implementation: This theme is not offered in 2007–2008.

Participatory Methods in Art and Cultural Education 10 ECTS

Objective: Students expand their understanding of art and cultural education, as well as its significance, operating environments and tools. They become familiar with various participatory methods and acquire the ability to plan, implement and evaluate goal-oriented cultural activities that aim to promote participation and a sense of community.

Content:

- Participatory pedagogy and its applications in art and cultural education
- Operating environments and participatory methods of art and cultural education
- Planning, implementing and evaluating an art education process that promotes a sense of community

Implementation: Joensuu

Art and Cultural Education in Civic Activities and Youth Work 10 ECTS

Objective: Students become familiar with the operating environment of a civic activity or youth work involving art and cultural education. They improve their knowledge and skills in activities that support participation and a sense of community. Having completed the theme, students are able to apply their knowledge in practice. During the theme, students develop their instructor identity and learn to critically evaluate and develop their own performance.

Content:

- Planning, implementing and instructing art and cultural education activities using methods that support participation and a sense of community
- Evaluating an art and cultural education process

- Adjusting one's theory-in-use
- Forming a personal instructor identity

Implementation: Joensuu

Organizational Communication and Media Education 30 ECTS

Introduction to Organizational Communication and Media Education 10 ECTS

Objective: Students learn to understand and use different media as tools for influencing individuals, communities and societies. Having completed the theme, students know the basics of goal-oriented organizational communication, and are able to apply their knowledge and skills in various communities.

Content:

- Communication in civic activities and youth work
- Principles, purpose and methods of organizational communication
- Exercises on the use of various communication forms and tools
- Media literacy and the basics of media education
- Information-gathering skills
- Operating in online environments
- Community educator as instructor and provider of organizational communication and media education

Implementation: Nurmijärvi, Äänekoski

Communication Methods in Civic Activities and Youth Work 10 ECTS

Objective: Students develop their basic communication skills and organizational communication methods with the tools most commonly used in the operating environments of civic activity and youth work. Having completed the theme, students understand the importance of interaction as a factor in strengthening the sense of community, and are able to use and promote interaction in organizations. They are familiar with publicity work and the communication practices of the media, and are able to put their knowledge of organizational communication to practice.

Content:

- Methods of internal and external organizational communication
- Information, support of basic functions, marketing
- Significance and formation of an organizational image
- Publicity skills, practices of the media, management of media relations
- Daily work of media organizations (e.g., newspaper or radio station)
- Designing, producing and receiving communication
- Social influencing

Implementation: Haapavesi, Nurmijärvi, Äänekoski

Communication and Expression 10 ECTS

Objective: Students learn to develop their expression and communication skills in different areas of oral communication. They become familiar with various communicative situations, such as meetings, press conferences and encounters with stakeholders. Having completed the theme, students are able to express themselves via electronic media. They acquire effective oral communication skills and are able to select the most suitable way of communication for each situation.

Content:

- Planning and implementing various communicative situations
- Developing personal expression and communication skills
- Improving interaction within organizations
- Communication and expression in electronic media
- Creative and experiential working practices for organizations
- Methods of media education

Implementation: Äänekoski

Organizational Communication and Media Education in Civic Activities and Youth Work 10 ECTS

Objective: Students learn to act as media educators in various positions within the field of civic activity and youth work. Having completed the theme, they are able to plan and implement learning activities related to the theme. Students also learn to coordinate interaction and cooperative projects between civic activity and youth work organizations and the media, as well as to instruct and educate organizations in such activities.

Content:

- Principles of communication and media education
- Pedagogy of communication and media education
- Action-oriented methods of media education
- Interactive communication cultures
- Possibilities provided by electronic communication
- Introduction to online pedagogy

Implementation: Haapavesi, Nurmijärvi, Äänekoski

7.2.4 Professional Specialization and Thesis 70 ECTS

During the Professional Specialization and Thesis module (70 ECTS), students can improve their knowledge and develop their skills as developers, motivators, participation facilitators, advocates and enablers in various environments of civic activity and youth work, both nationally and internationally. The purpose of this module is to strengthen the knowledge and skills of students. HUMAK graduates should have sufficient skills and competence to work in their field, but they should also be able to conceptualize and analyze things, and to use this ability to develop new activities and operating models. The professional specialization studies are divided into two sections: 1) Working Life Skills (10 ECTS), a compulsory theme for all students 2) Specialization option (20 ECTS) selected by the student, and the related development project implemented as work placement (20 ECTS).

In addition, all students study research methodology (5 ECTS) and complete a thesis (15 ECTS) on their area of specialization. These studies provide students with the theoretical and practical research skills required in the field.

Working Life Skills 10 ECTS

Students improve their working life knowledge and strengthen their ability to work in various organizations in their field. The studies aim to strengthen the working life skills of students by covering areas such as production, organization, development and instruction. Students complete assignments related to their specialization option and thesis topic.

Objective: Students improve their working life skills and learn to apply their knowledge to various working life environments. They become familiar with different organizational, communication and management cultures, as well as development processes related to production and working life, and change processes in working life environments.

Content:

- Organizational cultures and models
- Research-based development of work practices
- Regulatory systems in working life
- Organization and management of work
- Development of work practices
- Evaluation of competence and staff development

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

Specialization Options 40 ECTS

Students acquire more competence in their area of specialization, including the ability to apply the theoretical knowledge acquired to working life environments.

Development of NGOs and Voluntary Work 40 ECTS

This specialization option allows students to strengthen their competence in NGO and voluntary activities, and to improve their ability to act in various planning, expert and management positions within NGOs. The specialization option enables students to understand the significance of non-governmental civic activities to the Finnish way of life and to the development of the Finnish civic society.

a) Change Processes in NGOs and Voluntary Work 10 ECTS

Objective: This theme enables students to understand the mission statements, operating environments, and social and operational change processes of NGOs. They also acquire the professional competence required in these areas. Students are introduced to the professional work of the employees, coordinators, producers and instructors of NGOs, as well as to the development and management positions available in NGOs. They become familiar with the current state of NGO and voluntary work, and learn to outline their future challenges. The theme is based on research carried out in the social and administrative sciences.

Content:

- Operating environments, mission statements and operating methods in NGOs and voluntary work
- NGOs and voluntary work in Finnish processes of social change
- Structural, regional and international characteristics of civic activities and NGOs
- Global dimensions of NGOs
- Significance of social networks and interest groups to NGOs
- NGOs as organizations; relationship between employed and voluntary workers in NGOs
- Operating methods of social advocacy groups

Implementation: Haapavesi, Nurmijärvi

b) Resources, Development and Management of NGOs 10 ECTS

Objective: During this theme, students become familiar with the key working methods and principles related to coordinating, planning, managing and developing NGOs and voluntary work. These topics are examined from the perspective of organizational development and management. The theme is based on research carried out in the administrative, communication and social sciences and ERP research.

Content:

- Acquisition, management and use of human, social and financial resources
- Management of NGOs and voluntary work
- Motivating and promoting member participation in and developing the operating culture of NGOs
- Projects as a method of NGO development
- Special characteristics and development of communication in NGOs
- Decision-making and management models in NGOs
- Strategic development of NGOs
- Operating methods of international NGOs

Implementation: Haapavesi, Nurmijärvi

c) Development Project for NGOs and Voluntary Work 20 ECTS

Objective: This theme enables students to apply their working life skills and advanced theoretical studies to various working life environments.

Content:

- Development project implemented as a learning project or work placement in a community or organization relevant to the objectives and principles of the student's specialization option
- Planning activities in the form of a project; producing a background report, a project plan and a final report on the project; participating in project implementation in the form of a work placement or learning project

Implementation: Haapavesi, Nurmijärvi

Practices and Development of Social Reinforcement 40 ECTS

This specialization option enables students to understand the connections between the well-being of society, membership in communities, and an individual's everyday life management. In addition, students learn to apply their knowledge in practice by providing social support to individuals and communities and by developing their functional abilities. Students learn to identify possible bottlenecks in the life management of individuals and groups, as well as to influence the society in order to remove such problems. The profiles of the HUMAK campuses offering this specialization option can be found under the description of each campus.

a) Communities and Cooperation 10 ECTS

Objective: Students learn to use their knowledge and skills in the goal-oriented development of various communities. They also learn to present solid theoretical arguments for their decisions. This theme is based on research carried out in the social and educational sciences.

Content:

- Different interpretations of the concept of community and the various ways in which it is used in present-day discussions (social policy, sociology)

- Community as part of an individual's identity
- Identifying, evaluating and developing the meaning of belonging to a community for an individual
- An individual's life cycle in different communities (developmental psychology, sociology)
- Applying of the principles of community work and socio-pedagogical knowledge to supporting well-being, life management and a sense of community
- Management and leadership in communities

Implementation: Haapavesi, Joensuu, Lohja, Tornio, Äänekoski

b) Social Reinforcement 10 ECTS

Objective: Students learn to develop various social reinforcement methods and to present solid theoretical arguments to support their decisions. This theme is based on research carried out in the social and educational sciences.

Content:

- Theories on the well-being and life management of individuals and groups; applying the theories in identifying needs for social reinforcement and developing intervention methods, especially in youth work (social policy)
- Introduction to social reinforcement methods at the level of an individual, community and society; evaluating the effectiveness of the methods (psychology, educational science, social policy, social pedagogy)
- Introduction to building multiprofessional services and networks
- Applying theme contents to the development of social reinforcement practices

Implementation: Haapavesi, Joensuu, Lohja, Tornio, Äänekoski

c) Development Project for Social Reinforcement Practices 20 ECTS

Objective: This theme enables students to apply their working life skills and advanced theoretical studies to various working life environments.

Content:

- Development project implemented as a learning project or work placement in a community or organization relevant to the objectives and principles of the student's specialization option
- Planning activities in the form of a project; producing a background report, a project plan and a final report on the project; participating in project implementation in the form of a work placement or learning project

Implementation: Haapavesi, Joensuu, Lohja, Tornio, Äänekoski

Development of International and Multicultural Activities 40 ECTS

This specialization option allows students to expand their knowledge of international and multicultural activities. Students develop their ability to work in various planning and expert positions within the field. Some of the studies can be completed in an international learning environment, for example, through the Erasmus exchange programme. In such cases, the lecturer in charge of the theme determines whether the studies completed at a foreign educational institution correspond to the content and objectives of this specialization option.

a) International Relations and Activities 10 ECTS

Objective: Students learn to understand the principles of international relations, and to identify the effects of globalization on their field. They become familiar with the key principles, conventions, operators and strategies of international activities. The theme is based on research carried out in the social sciences.

Content:

- Introduction to international relations (international politics)
- Globalization and anti-globalization
- Internationalism from various perspectives (politics, culture, equality, etc.)
- Key international conventions and legislation
- International organizations and international activities of NGOs
- International project work

Implementation: Nurmijärvi, Tornio

b) Multiculturalism and Pluralistic Civil Society 10 ECTS

Objective: Students learn the principles and practices of multicultural work and are able to work in multicultural operating environments. They are introduced to the theoretical definitions and research approaches related to civic society and activities. Students learn to act in a culturally sensitive manner.

Content:

- Global education
- Work among immigrants
- Projects promoting tolerance
- Increasingly pluralistic working life and civic society

Implementation: Lohja, Tornio

c) Development Project for International and Multicultural Activities 20 ECTS

Objective: This theme enables students to apply their working life skills and advanced theoretical studies to various working life environments.

Content:

- Development project implemented as a learning project or work placement in a community or organization relevant to the objectives and principles of the student's specialization option
- Planning activities in the form of a project; producing a background report, a project plan and a final report on the project; participating in project implementation in the form of a work placement or learning project

Implementation: Nurmijärvi and Lohja (in cooperation), Tornio

Research Methodology and Thesis 20 ECTS

The thesis studies consist of research methodology (5 ECTS) and a written report (15 ECTS).

Research Methodology 5 ECTS

Objective: Students strengthen their knowledge of research methodology and familiarize themselves thoroughly with the problems discussed in their thesis. They learn to apply and justify various methods in solving working-life problems and tasks.

Content:

- Preparing a research or work plan for a thesis; research and work plan seminar
- Improving the process and analysis of quantitative research by utilizing Microsoft Excel and SPSS, especially concerning the student's thesis
- Improving the process and analysis of qualitative research, especially concerning the student's thesis
- Methods related to documenting and evaluating operational development processes

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Äänekoski, Tornio

Thesis 15 ECTS

Students complete a thesis to demonstrate their ability to gather and critically analyze information, and to produce and reproduce knowledge in the field. They learn the principles and methods of scientific research and become familiar with the research traditions of their own field. In the thesis, which demonstrates working life applications, students examine, develop and evaluate professional practices, and demonstrate competence in their area of specialization. In the best case, the results of a thesis can influence the professional practices of civic activities and youth work.

The thesis is produced in a supervised learning process that consists of several phases:

- 1) Selection and approval of thesis topic
- 2) Planning seminar
- 3) Independent work in dialogue with the thesis supervisor and the mentor appointed to the student in the work placement organization
- 4) Thesis seminar
- 5) Submission for evaluation
- 6) Maturity test
- 7) Feedback and evaluation

Implementation: Haapavesi, Joensuu, Lohja, Nurmijärvi, Tornio, Äänekoski

7.2.5 Optional Studies 20 ECTS

In the Degree Programme in Civic Activities and Youth Work, students are able to select courses during the Instruction and Interaction Studies module and in the Optional Studies module. The range of options is increased by the courses available in other HUMAK campuses and degree programmes, international student exchange opportunities, as well as courses offered at other higher education institutions. Work and training experience acquired during studies can also be credited to a reasonable extent within the Optional Studies module.

Optional studies provide students with perspectives on new areas of competence or strengthen their existing professional competence, improve their language skills or in other ways expand their competence in community pedagogy. The optional studies enable students to develop a distinctive professional competence. The Optional Studies module may consist of themes of 5–20 ECTS each.

7.3 Degree Programme in Cultural Management

Degree: Polytechnic Degree in Culture
Title: Bachelor of Culture and Arts
Scope of Degree: 240 ECTS, 4 years

Cultural professionals are needed in cultural events and organizations, as coordinators and directors of cultural and art projects, as well as in municipal and state cultural administration. Entrepreneurship within the culture sector is also becoming more common. The content and responsibilities of the work vary to a great extent, but the key aspects of the professional competence involve skills in production planning, funding, project management, publicity work and marketing. The professional competence acquired during the studies is built on a broad knowledge of culture and on effective communication skills.

During their studies, students acquire a distinctive professional competence. Students develop their expertise in the following areas: knowledge of the cultural working environment, business know-how in cultural management and production, and management of production processes. They learn to operate in Finnish and international cultural environments using the latest communication and information technology. To develop their distinctive professional competence, students can select studies that support their professional specialization from within the Professional Specialization and Optional Studies modules.

The theme descriptions of the Degree Programme in Cultural Management reflect the goals of each theme. They describe the skills and knowledge the students acquire during the theme as well as how the acquired competence can be utilized. Students achieve the objectives of each theme by completing the corresponding course. Apart from a few exceptions described below, the scope of each theme is 10 ECTS. Several courses may be offered in connection with a theme. Unless mentioned otherwise, themes implemented as work placement or independent projects can be completed during any period of the academic year.

More detailed information on the themes and their course implementations in different learning environments is available on HumakPro. All themes offered in the degree programme, as well as the individual course descriptions and lists of required course literature are also posted on HumakPro. Within the Degree Programme in Cultural Management, student performance in themes and courses is evaluated using the HUMAK Evaluation Scale. The assessment criteria and weighting of individual courses are explained at the beginning of each course.

7.3.1 HUMAK Core Studies 10 ECTS

The module is described on pages ~~###-##~~.

7.3.2 Personal Study Plan and Portfolio 10 ECTS

Objective and Content: Students learn to utilize the options and various learning environments provided by the HUMAK curricula. These options enable each student to develop a distinctive professional competence. Students learn to plan and evaluate their own learning and development needs. They build a learning portfolio throughout their studies, and receive support and guidance in this process during PSP counselling. Having completed their PSP and portfolio studies, students are better equipped to plan their career, complete their final portfolio, and move on to working life.

In addition to the final portfolio, all students draft and present an interim portfolio. PSP and portfolio studies are taken at all stages of the degree programme.

The module includes the following two themes of 5 ECTS each:

- Personal Study Planning 5 ECTS
- Portfolio and Working Life Skills 5 ECTS

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

7.3.3 Introduction to Cultural Activities 50 ECTS

Students form an understanding of the contents, development and social significance of culture and art. They learn to identify the administrative and economic conditions of cultural activities, and develop their ability to operate in international environments. Students achieve the level of language proficiency stipulated in the Government Decree on Polytechnics. Students must complete all themes included in the Introduction to Cultural Activities module.

Knowledge of Art 10 ECTS

Objective and Content: Students are introduced to the history, key concepts, theories and different forms of art. They participate in art events and familiarize themselves with the research carried out on a specific area of art. The competence acquired enables students to evaluate the concept, meaning, genres, phenomena and contents of art, as well as their own relationship with art. Knowledge of different art forms creates a basis for the professional competence of cultural managers and producers.

The course implementations of the theme always include 3 ECTS worth of independent work (book exams, essays or study group work). Areas studied during the theme include digital culture, drama education, film and television studies, literature, work on local history and heritage, visual arts, children's culture, music, industrial art and design, dance, theatre and photography. Students select the pieces of literature they wish to take in the exams from the book list available on HumakPro (Documents/Open Forums/Student/Exams, Essays, Study Groups). The instructions for theme completion are also posted on HumakPro, including sign-up deadlines and exam dates as well as essay and study group instructions. Students sign up for exams, essays and study groups via HumakPro (Student/Exam Registration Form) directly to the instructor responsible for the exam or other work. The names of the examiners are presented on the book list.

Implementation: Joutseno, Kauniainen, Turku

Cultural Knowledge I 10 ECTS

Objective and Content: Students are introduced to the concepts of cultural theories. They learn to identify different research approaches and understand the difference in the perspectives of art and cultural studies. During the theme, students become familiar with cultural history, different areas of culture and the contents of art from the viewpoint of cultural studies. They learn to understand various cultural phenomena.

The course implementations of the theme include 2 ECTS worth of contact instruction, which aims to familiarise students with the concepts and categorizations of culture, cultural theories, the tradition of cultural studies, and the research on contemporary culture.

In addition, the courses include 8 ECTS worth of independent work (book exams, essays or study group work). Areas studied during the theme include cultural studies, popular culture, modernism and postmodernism, gender studies, the sociology and psychology of art as well as the philosophy

of art. Students select the pieces of literature they wish to take in the exams from the book list available on HumakPro (Documents/Open Forums/Student/Exams, Essays, Study Groups). The instructions for theme completion are also posted on HumakPro, including sign-up deadlines and examination dates as well as essay and study group instructions.

Students sign up for exams, essays and study groups via HumakPro (Student/Exam Registration Form) directly to the instructor responsible for the exam or other work. The names of the examiners are presented on the book list.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Art and Culture in Society 10 ECTS

Objective and Content: Students learn to analyze the meaning of art and cultural activities from the perspective of the individual and the society. They become familiar with art and cultural operators, cultural policy and the status of various art forms in present-day Finland. Students learn to understand different values and ethical principles. In addition, the theme examines the social significance of cultural and art institutions and cultural policy.

Implementation: Joutseno, Korpilahti, Turku

Introduction to Cultural Administration and Economics 10 ECTS

Objective and Content: Students acquire a basic understanding of the administrative and financial structures related to the work of a cultural producer. Having completed the theme, students know the basic concepts, theories and financial framework of economics. In addition, they understand the basic principles and decision-making processes related to public finance and the European Union, and are familiar with the legislation concerning their area of specialization.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Language Skills as Foundation of International Relations 10 ECTS

Objective and Content: Students develop their ability to operate in international environments, and improve their oral and written communication skills in Swedish (native Finnish speakers) or Finnish (native Swedish speakers). The goal is to achieve the level of language proficiency stipulated in the Government Decree on Polytechnics.

The theme includes instruction in the student's second national language (Swedish or Finnish) and foreign languages, as well as language exams and international activities in Finland or abroad. The international activities may involve study trips or excursions abroad, organizing various events with foreign partners, and participating in international development and research projects. Students can gain experiences in an international learning environment also in Finland by participating in multicultural activities. For example, they can work with foreign exchange students, take part in instruction given by foreign exchange teachers, instruct multicultural groups or participate in language instruction.

Students may include in the theme the online courses Valteri (1–3 ECTS) or Intercultural Communication (3 ECTS). These courses are recommended especially for students planning to participate in an international student exchange programme.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

7.3.4 Producing Cultural Services 50 ECTS

In this module, students acquire the knowledge and competence required in the work of a cultural producer. They become familiar with different aspects of the profession: production and financial know-how, marketing, publicity work and communication. Students must complete all themes included in the Production of Cultural Services module.

Cultural Operating Environments 10 ECTS

Objective and Content: This theme is implemented as a work placement project. Students are introduced to cultural work in practice in an operating environment of art and culture. They become familiar with the various tasks and operating environments of their future profession, and understand the status of their work placement organization in the overall operating environment. Students acquire work experience and basic skills in the tasks involved in the field. The experience gained in the work placement project forms a basis for the development of a professional identity.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Producer's Professional Skills 10 ECTS

Objective and Content: This theme emphasizes the importance of financial skills in project management, contract law and copyright issues. The theme introduces students to the job of a producer and enables them to participate in the planning and implementation of cultural productions. During the theme, students begin to compile their personal Producer's Manual.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Cultural Economics 10 ECTS

Objective and Content: Students expand their knowledge of cultural economics. They learn to interpret economic indicators and understand the basics of financial planning, budgeting and financial monitoring. In addition, they become familiar with the key accounting and tax regulations affecting the cultural sector. The theme enables students to improve their economic literacy and to work in financial positions in the cultural sector.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Marketing and Publicity Work 10 ECTS

Objective and Content: Students are introduced to the basics of marketing and publicity work as well as their importance to cultural work. They learn the key working methods involved in marketing and publicity work, and are able to identify the differences and similarities between them. In addition, students familiarize themselves with the competitive advantages offered by marketing and publicity work. They learn to recognize the ethical principles and target groups of marketing and publicity work, and learn to draft marketing and publicity plans.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Communication 10 ECTS

Objective and Content: Students become familiar with the basic principles and social significance of communication. They learn to identify the differences between various media and are able to utilize the possibilities they present. Students become familiar with media education, intercultural communication, and common meeting practices. During the theme, students learn the basics of

electronic communication and learn to produce and update online material. In addition, they are introduced to the principles of visual communication.

Implementation: Joutseno, Korpilahti, Turku

7.3.5 Professional Specialization 60 ECTS

The Professional Specialization module allows students to develop their professional competence according to their personal study plan (PSP). Students must complete six courses of 10 ECTS each connected to the themes of the module. The course implementations in different learning environments are described on HumakPro.

Art Forms and Cultural Studies

The courses implemented within this theme enable students to expand their knowledge of different art forms and areas of culture. In addition, they become familiar with public discussions on cultural issues. Students acquire theoretical and practical skills that enable them to expand their professional image as content experts and to improve their ability work as producers in their area of specialization.

This theme contains the following courses:

- Cultural Knowledge II 10 ECTS
- Values and Ethics of Cultural Work 10 ECTS
- Children's Culture 10 ECTS
- Specialization in an Art Form or Area of Culture 10 ECTS
- Community Art 10 ECTS

Production Skills

Students become familiar with the production of cultural events and services, and the expertise required in the work. During the work placement and other projects, students also engage in professional networking.

This theme contains the following courses:

- Festival and Event Expertise 10 ECTS
- Producing a Cultural Service 10 ECTS
- Legal Issues in Cultural Production 10 ECTS
- Productizing a Cultural Service 10 ECTS
- Marketing Communication 10 ECTS

Cultural Administration and the Third Sector

The courses implemented within this theme enable students to improve their basic knowledge of Finnish cultural administration and cultural policy. They become familiar with the field and tasks of cultural administration in the public sector and the third sector from the perspective of cultural production. Students are introduced to the Local Government Act, improve their knowledge of the Administrative Procedure Act, and participate in project administration. The competence acquired during this theme improves their ability to cooperate with municipal cultural offices. In addition, the theme enables students to work in cultural production and development in the third sector.

This theme contains the following courses:

- Project Management 10 ECTS
- Cultural Policy 10 ECTS

- Work in the Public Sector 10 ECTS
- Work in the Third Sector 10 ECTS

Cultural Communication

Students become familiar with research on media culture and key areas of communication from the producer's perspective. The theme enables students to understand the practices and social significance of the media. The courses implemented within this theme emphasize either the work process of communication or the knowledge of media culture.

This theme contains the following courses:

- Media Culture 10 ECTS
- Media Work 10 ECTS

Internationalism

Students are introduced to different forms and opportunities of international cultural cooperation. They learn to operate in a culturally aware and sensitive manner.

This theme contains the following courses:

- Ethnic and Local Cultures 10 ECTS
- International Cultural Cooperation 10 ECTS

Cultural Entrepreneurship

The courses implemented within this theme provide students with professional competence, and enable them to sell their skills to potential employers, or to employ themselves. Students become familiar with key labour legislation and the employment prospects of the field. They acquire skills in productizing and selling professional competence, and learn to assess their own opportunities of working as entrepreneurs in the cultural sector. In addition, students improve their knowledge of financial administration. Having completed the theme, they are familiar with the different types of enterprises and are able to compare them.

This theme contains the following courses:

- Cultural Entrepreneurship 10 ECTS
- Specialization in Financial Planning and Administration 10 ECTS
- Private Cultural Enterprises 10 ECTS

Cultural Education

The courses implemented within this theme provide students with the educational skills required in the planning and production of cultural services. The courses offered within the theme support other studies and may be taken individually or as a package of several courses.

This theme contains the following courses:

- Producing an Educational Cultural Event 10 ECTS
- Formation of Cultural Identity 10 ECTS
- Media Education 10 ECTS
- Working as Instructor and Educator 10 ECTS

7.3.6 Optional Studies 30 ECTS

Optional studies provide students with perspectives on new areas of competence or strengthen their existing professional competence. They may consist of additional studies in professional specialization or other studies offered at HUMAK. Where applicable, optional studies may also include studies at other universities, the Finnish Online University of Applied Sciences or foreign educational institutions. The studies may also include courses worth less than 10 ECTS each.

7.3.7 Thesis and Related Studies 30 ECTS

Students complete a thesis to demonstrate their ability to gather and critically analyze information, and to produce and reproduce knowledge in the field. They learn the principles and methods of scientific research and become familiar with the research traditions of their own field. In the thesis, which demonstrates working life applications, students strengthen their professional expertise.

The themes included in the module (Research Methodology; Thesis Seminar and Thesis) support one another. The studies in research methodology provide students with the practical and theoretical skills they need to complete their thesis, while the thesis seminar supports the completion of the thesis. The module is completed over a period of 1.5 years. The studies in research methodology and the thesis seminar are taken as contact instruction in the autumn and spring of the third year of studies, and the part of the thesis involving independent work is completed during the fourth (final) autumn term. Thesis studies are always completed at the HUMAK campus where the student is registered.

Research Methodology 10 ECTS

Objective and Content: This theme enables students to begin and complete a cultural research project in practice, and to produce reports, surveys and small-scale studies in accordance with the principles of science. In connection with the theme, students are introduced to the principles of quantitative and qualitative research and learn to apply this knowledge in their thesis work. Students acquire skills in utilizing the methods of cultural studies to develop their own field.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Thesis Seminar and Thesis 20 ECTS

Objective and Content: Students produce an independent study and learn to evaluate the research needs of the cultural sector. They learn to present arguments for the research approach, source material, research question, scope and other solutions of their thesis. Students also learn to evaluate the theses of other students.

The theme includes the following required courses:

- Thesis Seminar 10 ECTS
- Thesis 10 ECTS

Students complete a thesis of 15 ECTS in accordance with the thesis criteria of HUMAK. Part of the thesis work (5 ECTS) is completed in connection with the thesis seminar.

Implementation: Joutseno, Kauniainen, Korpilahti, Turku

Degree Programme in Sign Language Interpreting 240 ECTS

| | | | | |
|--|---|---|--|--|
| Thesis and Related Studies 30 ECTS | | | | |
| Optional Studies 10 ECTS | | | | |
| Professional Specialization 30 ECTS | | | | |
| Interpreting 30 ECTS | | Pedagogy 30 ECTS | | International Operating Environment 30 ECTS |
| Professional Language Studies 80 ECTS (* optional studies) | | | | |
| <u>Introduction to Translation I</u> 5 ECTS | <u>Translation and Equivalence</u> 5 ECTS | <u>Introduction to Terminology Work</u> 5 ECTS | <u>Introduction to Interpreting</u> 5 ECTS | <u>Introduction to Community Interpreting</u> 10 ECTS |
| Ethics and Professional Image 5 ECTS | <u>Translations and Interpreting</u> 5 ECTS | <u>Interpreting Skills</u> 5 ECTS | Entrepreneurship and Working Life Challenges 5 ECTS | <u>Introduction to Educational Interpreting</u> 5 ECTS |
| Educational Interpreting 10 ECTS | Working Life Knowledge 5 ECTS | Producing Sign Language Interpreting Services 10 ECTS | <u>Introduction to Pedagogy</u> 5 ECTS | <u>Signed Communication and Client Groups</u> 5 ECTS |
| <u>Interpreting and Communication</u> 5 ECTS | <u>Professional Project</u> 5 ECTS | | | |
| Studies in Working Languages 80 ECTS | | | | |
| <u>Introduction to Sign Language I</u> 5 ECTS | <u>Introduction to Sign Language II</u> 5 ECTS | <u>Polysynthetic Signs</u> 5 ECTS | <u>Sign Language Users and School</u> 5 ECTS | <u>Sign Language Community</u> 5 ECTS |
| <u>Legal Status of Sign Language Users</u> 5 ECTS | <u>Introduction to a Sign Language Community</u> 5 ECTS | <u>Sign Language as Working Language</u> 5 ECTS | <u>Sign Language Discourse</u> 5 ECTS | <u>Sign Language Performing Arts</u> 5 ECTS |
| <u>General Linguistics</u> 5 ECTS | <u>Multilingualism and Multiculturalism</u> 5 ECTS | <u>Written Communication</u> 5 ECTS | <u>Oral Communication</u> 5 ECTS | <u>Oral Communication in Interpreting</u> 5 ECTS |
| <u>Foreign Languages</u> 5 ECTS | | | | |
| <u>HUMAK Core Studies 10 ECTS</u> | | | | |
| <u>Introduction to University Studies</u> 5 ECTS | | | <u>Introduction to Profession and Professional Field</u> 5 ECTS | |

7.4 Degree Programme in Sign Language Interpreting

Degree: Polytechnic Degree in the Humanities

Title: Bachelor of Humanities

Scope of Degree: 240 ECTS, 4 years

Sign language interpreters are above all professionals in interpreting, translation, interaction and communication. They are expected to possess good interaction and language skills. The professional competence of a sign language interpreter is based on proficiency in the working languages, broad general education, knowledge of the special features of sign language culture and Finnish culture, strong professional ethics and solid expertise in the interpreting process. The tasks of a sign language interpreter may include interpreting and translating between two languages (Sign language and Finnish), intralingual translating, monolingual transcribing of information using various communication methods, and teaching signed communication or sign language as a foreign language.

Sign language interpreters provide services in all kinds of situations that people encounter in their work, education or free time. Sign language interpreters are needed in translating Finnish material (e.g., films, television programmes, documents, reports, books, various instructions) into sign language and in translating sign language material, such as videos, into Finnish. With the help of interpreting services, sign language users can participate in society on equal terms.

Sign language interpreters work as sign language specialists in various positions. For example, they might work in sign language interpreting centres or as educational interpreters in different learning environments from pre-schools to universities. They can also work as freelancers or entrepreneurs, or as members of cooperatives, associations or other organizations.

The degree programme trains community and educational interpreters, as well as translators. In addition to the general expertise acquired, students may develop a distinctive professional competence during their studies. For example, they can specialize in one of the following areas of community or educational interpreting or translation: legal interpreting, performing arts interpreting, and interpreting for deafblind and late-deafened people. Alternatively, they can specialize in teaching sign language and signed communication. Sign language is taught as a foreign language in, for example, adult education centres and vocational institutions. Instruction in signed communication is mainly given to families who have children with language difficulties resulting from, for example, dysphasia or another disability, as well as to people working with these children.

Students develop their distinctive professional competence during the professional specialization and optional studies. In the advanced studies and thesis completed during the last year of studies, students strengthen their competence in their area of specialization.

More detailed information on the themes and their course implementations in different learning environments is available on HumakPro.

Opintojen kuvaukset (pystyyn oikeaan reunaan)

7.4.1 HUMAK Core Studies 10 ECTS

The module is described on pages ##–##.

7.4.2 Studies in Working Languages 80 ECTS

The Studies in Working Languages module includes studies in the working languages of sign language interpreters (sign language and Finnish) as well as in foreign languages, and provides a basis for the studies of the Professional Language Studies module. During the module, students become familiar with different aspects of language: its nature, universal features and structural levels. Awareness of the relationship between language and culture, its importance in interaction, and knowledge of language and cultural communities enable students to develop their communication and language skills.

Students learn to apply linguistic theories in practice. They understand and are able to produce language fluently in different situations, and possess an active command of Finnish and sign language. Students learn to evaluate and analyze language from different perspectives, and to adjust their own language use based on the communicative situation. They learn to give and receive feedback.

During their sign language studies, students become familiar with the sign language minority and its culture, and gradually develop their skills in sign language. The objective for both native sign language users and native Finnish speakers is a strong and versatile command of their native language and its different registers.

In addition, native Finnish speakers are trained in analyzing languages and their operation, and native sign language users are closely introduced to the Finnish-language culture.

In this module, students complete sixteen themes of 5 ECTS each.

Sign Language

Introduction to Sign Language I 5 ECTS

Objective: Students learn to recognise the structural differences and similarities between spoken languages and sign languages, and gain a basic understanding of signs. They learn to understand the key communicational aspects of the deaf culture, such as getting the interlocutor's attention and following certain customs of conversation. They learn to handle simple communicative situations and acquire enough basic signs to express themselves briefly even if their signing is still slow and inaccurate. They are able to understand short and simple signed expressions. The theme includes a skills test.

Content:

- Basic signs in the following areas: greetings and introductions, family and relatives, alphabet and numbers, living, food, clothes, colours, the most common verbs and emotions
- Fingerspelling
- Sign language linguistics: sentences (declarative, negative, affirmative, interrogative); phonological features of signs; pointing; use of space; part of incorporated numerals (number of campuses, classes, floors, ordinals)
- Visit to the Finnish Association of the Deaf

Implementation: Helsinki, Kuopio

Introduction to Sign Language II 5 ECTS

The course is divided between Period 2 and Period 6.

Period 2:

Objective: Students understand the key role of the use of space in sign language. They learn to handle normal everyday signing situations and to produce intelligible expressions, even if even their signing contains grammatical and lexical deficiencies. They are able to understand the main idea of even a long but slowly signed expression, and are able to produce declarative and interrogative sentences, comparative structures, and aim to use the signing space grammatically. Student learn to understand and produce incorporated numerals.

Content:

- Signs in the following areas: free time and hobbies, health and illness, various expressions of time, weather, nature, description
- Numerals
- Visit to the Finnish Association of the Deaf

Period 6:

Objective: They become aware of the different aspects related to the identity formation of a sign language user. Students develop their ability to use polysynthetic expressions and space in signing, and learn to produce and understand fluent fingerspelling.

Content:

- Identity of a sign language user
- Signs in the following areas: climate, nature, animals, natural phenomena, continents, countries, major cities, travelling
- Fingerspelling

Implementation: Helsinki, Kuopio

Polysynthetic Signs 5 ECTS

Objective: Students are able to identify the difference between fixed and polysynthetic signs, as well as their grammatical features in Finnish Sign Language. They are able to identify and use classifiers, form and understand expressions in plural form, and distinguish fixed and polysynthetic signs in a signed text. Students are able to identify and use comparative structures, perspectives, and develop their ability to use the signing space. The theme includes a skills test in sign language.

Content:

- Signs in the following areas: city and country, vehicles, environment, nature, animals, Finnish cities and towns, weather
- Sign language linguistics: classifiers, fixed and polysynthetic signs, comparative structures, perspective

Implementation: Helsinki, Kuopio

Sign Language Users and School 5 ECTS

Objective: Students understand the historical and current impact of schooling on the life cycle of a sign language user. They further improve their use of polysynthetic signs and space. The theme includes a skills test in sign language.

Content:

- History of sign language education
- Visit to a school or preschool for deaf and hard of hearing children

- Signs in the following areas: professions, school, school subjects and the school world, and major events and celebrations related to a person's life cycle
- Sign language linguistics: plural forms of verbs, polysynthetic signs, use of space, conditional

Implementation: Helsinki, Kuopio

Sign Language Community 5 ECTS

Objective: Students understand the social status of sign language from the perspective of the community and of the individual. They become familiar with the historical development of the sign language community in Finland and elsewhere. They are able to handle normal practical signing situations and to produce intelligible expressions, even if even the signing contains grammatical and lexical deficiencies. Students are able to understand the main idea of even a long but slowly signed expression. They increase their knowledge of different clause types through conditional clauses and the topic-comment structure. Students are also able to identify and use the different aspects of verbs. The theme includes a skills test in sign language.

Content:

- History of sign language organizations
- Finnish Association of the Deaf and activities of the Light House
- Signs in the following areas: social structures, public services and offices, sign language service centres, religious groups, politics, political parties
- Sign names
- Sign language linguistics: conditional clauses, topic-comment structure, word order, imperative forms, aspects of verbs

Implementation: Helsinki, Kuopio

Legal Status of Sign Language Users 5 ECTS

Objective: Students learn to understand the social status of sign language and the legal status of the deaf in Finland and elsewhere. They become familiar with organizations operating in the field of sign language. They understand the phonological and morphological processes of sign language, and are able to identify and name them in a signed text. In addition, they are able to use the XHM model to describe the phonological structure of a sign.

Content:

- Legal status of sign language
- Signs in the following areas: society, politics, justice, police, safety
- Sign language linguistics: phonological and morphological processes

Implementation: Helsinki, Kuopio

Introduction to a Sign Language Community 5 ECTS

Objective: Students acquire a general understanding of the organizations and operators in the field of the hearing impaired. They are able to apply different elements of sign language when communicating with clients. They familiarize themselves with the operating principles of one organization or operator, and complete the theme as a work placement project in one or more of the following organizations: offices of the Finnish Association of the Deaf; deaf associations and clubs; offices, courses and recreation activities of the Finnish Deafblind Association; offices, courses and recreation activities of the Finnish Federation of the Hard of Hearing; courses and camps of the Finnish Association of Parents of the Deaf and Hard of Hearing Children; church and

congregational activities; public health care rehabilitation programmes for people with sensory disabilities; offices of the Service Foundation for the Deaf; World Federation of the Deaf, boarding schools for the deaf; C. O. Malm School (Turku), Albert's School (Helsinki) or another organization agreed on with the lecturer.

Content:

- Organizations of the deaf and hard of hearing
- Work placement
- Reporting
- Work placement seminar

Implementation: Helsinki, Kuopio

Sign Language as Working Language 5 ECTS

Objective: Students can easily handle normal practical signing situations and produce intelligible expressions. They are able to understand the main idea of even long and quickly signed expressions. They increase their knowledge of the syntax and semantics of sign language, and are able to form statements and affirmative, negative, interrogative, imperative and conditional clauses. They refresh and develop their communication skills in sign language and familiarize themselves with signs related to special fields. They practise demanding language use, for example, by giving a presentation in class in sign language. The theme includes a sign language level test. During the theme, students have a PSP discussion on choices related to studies and career planning.

Content:

- Signs in the following areas: refreshing of areas covered during the previous year, physiology and anatomy, technology and mathematics
- Sign language linguistics: syntax of statements, affirmative, negative, interrogative, imperative and conditional clauses
- Presentations

Implementation: Helsinki, Kuopio

Sign Language Discourse 5 ECTS

Objective: Students become familiar with different text types and variations of sign language in different social situations. They understand the effects of age, gender, place of residence and social status on language use. They become familiar with the structure of sign language discourse, and understand the alternative expressions available in Finnish Sign Language at both lexical and discourse level. They learn signs related to the lives of children, adolescents and the elderly.

Content:

- Variation and registers in sign language
- Structure of sign language discourse, different language use situations
- Introduction to Finland-Swedish Sign Language
- Introduction to International Sign

Implementation: Helsinki, Kuopio

Sign Language Performing Arts 5 ECTS

Objective: Students learn the typical art forms of sign language performing arts. They are introduced to the structure of sign language poetry, plays, jokes and songs.

Content:

- Sign language narration, poetry, plays, jokes and songs
- Sign language linguistics of artistic expression
- Sign language art performances

Implementation: Helsinki, Kuopio

Finnish

General Linguistics 5 ECTS

Objective: Students become familiar with the concepts used in the theoretical description of language, and learn to use them in analyzing language. They understand the characteristics of natural language and know how languages are grouped into families.

Content:

- Characteristics of natural language
- Phonology, morphology, syntax, lexicon
- Key concepts of semantics
- Pragmatics
- Languages of the world
- Language change

Implementation: Helsinki, Kuopio

Multilingualism and Multiculturalism 5 ECTS

Objective: Students are introduced to sign language users as a linguistic and cultural minority. They understand the differences between audiological and socio-cultural approaches from the perspective of sign language users, and are introduced to the sign language community from the perspective of human rights. Students become aware of the similarities and differences in intercultural communication, and learn to reflect on their own culture in relation to other cultures, as well as on the communication between their own culture and other cultures. They become familiar with bilingualism and multilingualism and the factors influencing them, as well as with bilingual education. In addition, students learn the process of language acquisition and development in deaf children.

Content:

- Sign language minority
- Fundamental questions in intercultural communication
- Intercultural communication in Finnish and foreign contexts
- Bilingualism
- Language acquisition and development in children

Implementation: Helsinki, Kuopio

Written Communication 5 ECTS

Objective: Students become familiar with text types, and learn to produce, evaluate and analyze different types of texts. They understand the principles of language revision and are able to revise texts.

Content:

- Writing and analyzing different types of texts

- Language revision
- Key concepts of text linguistics

Implementation: Helsinki, Kuopio

Oral Communication 5 ECTS

Objective: Students are introduced to vocology and the key elements of voice control. They become aware of regional, register-specific and historical variation in language, and learn to use the appropriate register in different situations in their speech and writing. They become familiar with meeting conventions and practices, as well as the factors contributing to the result of a negotiation.

Content:

- Vocology and voice control
- Registers in Finnish
- Meeting conventions and negotiation skills

Implementation: Helsinki, Kuopio

Oral Communication in Interpreting 5 ECTS

Objective: Students become familiar with different aspects of oral communication, such as presentation skills. They are introduced to the interaction between speaker and listener, and to influencing others by using rhetorical strategies. In addition, they learn to use language in different situations, and become trained in observing and analyzing various speech situations. They are able to apply the knowledge acquired in interpreting into Finnish as well as in speaking English.

Content:

- Interpreted Finnish
- Analyzing speech situations; presentation exercises
- English
- English conversation exercises

Implementation: Helsinki, Kuopio

Foreign Languages

Foreign Languages 5 ECTS

Objective: Students develop their language skills and improve their oral and written ability to communicate in professional situations in Swedish and English. They are able to demonstrate the oral and written language skills in Swedish required of state officials (Act 424/2003) that are necessary for practising the profession and for further professional development, as well as the oral and written language skills in English that are necessary for practising the profession and for further professional development.

Content:

- English
- Swedish
- Vocology and voice control
- Placement tests

Implementation: Helsinki, Kuopio

7.4.3 Professional Language Studies 80 ECTS

The Professional Language Studies module covers the following areas: theories on interpreting and translation, interpreting and translation processes, types of interpreting, analyzing and evaluating interpreting and translation products, and intercultural interpreting and semantics. The Finnish language and sign language are examined from the perspectives of translation and interpreting processes. Students apply the theoretical knowledge acquired to translation and interpreting assignments.

Students become familiar with the role of an interpreter in the changing national and international labour market, and learn to develop their language and professional skills continuously. They develop their skills in acting as interpreters alone or with a partner in all possible working situations that their clients may encounter at different stages of life. Students acquire versatile cooperation and interaction skills, and actively improve their knowledge of current and social issues. They learn to evaluate and analyze translation and interpreting from different perspectives, as well as to evaluate their own learning continuously.

In the module, students complete ten themes of 5 ECTS each, as well as three required themes of 10 ECTS each. In addition, students can select suitable optional themes to support their professional specialization.

Translation

Introduction to Translation I 5 ECTS

Objective: Students become familiar with the history of translation, and acquire a general understanding of translation as well as of text and translation strategies. They recognize the impact of the source culture, identity and ethnicity on the source text from the perspective of the author, translator and target audience, and are able to examine translation theories in this framework. Students are also aware of the multitude and diversity of translations in everyday life. They are able to use a plot map, text simplification, analysis of meaning and analysis of parallel texts to support translation work. In addition, they are able to analyze translations produced in different periods and the life cycle of translations. They are able to give and receive feedback on translations.

Content:

- History of translation
- Translation theories
- Intralingual translations in Finnish
- Authentic or simulated translations from sign language into Finnish

Implementation: Helsinki, Kuopio

Translation and Equivalence 5 ECTS

Objective: Students acquire a basic understanding of various genres and the related norms. They understand the requirements set by the socio-cultural and semiotic context when moving from the source language to the target language, and are able to produce translations from various genres and text types. Students recognize the different phases of the translation process. They are familiar with different translation theories and are able to compare their applicability when translating texts of different types.

Content:

- Study of different genres
- Translation from Finnish into sign language and vice versa
- Producing and reporting on a translation

Implementation: Helsinki, Kuopio

Introduction to Terminology Work 5 ECTS

Objective: Students become familiar with the terminology structure of typologically different languages, and understand the differences in the conceptual relationships and conceptual systems of different languages (Finnish and Finnish Sign Language). They are introduced to terminology work carried out on spoken languages and familiarize themselves with the basic terminology and signs of their field in Finnish or Swedish. Students acquire the technical skills required in gathering and recording signs.

Content:

- Theoretical principles of terminology work
- Technical skills for gathering and recording signs
- Translation from sign language into Finnish of a professional text in the field of sign language or another special field
- As group assignments, sample terminology in Finnish and in Finnish Sign Language

Implementation: Helsinki, Kuopio

Interpreting

Introduction to Interpreting 5 ECTS

Objective: Students learn to understand the key elements involved in the work of an interpreter: They understand the history of interpreting, definitions related to interpreting, and various scientific approaches to interpreting. They understand sign language terminology and the importance of information gathering and preparation. Students learn to interpret short presentations consecutively and to locate various sources to support their preparation. The theme includes a book exam and a skills test in consecutive interpreting.

Content:

- History of interpreting
- Key legislation concerning the field of interpreting
- Interpreting process, types of interpreting, interpreting methods and techniques
- Memory exercises
- Monolingual and bilingual consecutive interpreting situations
- Support interpreting

Implementation: Helsinki, Kuopio

Introduction to Community Interpreting 10 ECTS

Objective: Students recognize the difference between language skills and interpreting skills, and understand the basics of the influence of the source language on the target language. They understand the principles of team interpreting, the interactive nature of the interpreting situation, as well as the factors influencing the situation. In addition, they understand the importance of receiving and giving feedback, and become skilled in both processes. Students learn to perform simultaneous interpreting in everyday situations, and acquire the following skills: anticipating the

interpreting event, assessing different factors of the communicative situation, studying the topic in advance, studying reference material analytically, and memorizing the required terminology. Students draft themselves a professional development plan initially supported by a mentor interpreter whom they acquire during the theme. By accompanying their mentor interpreter, students familiarize themselves with the work of an interpreter in practice. Students keep a journal on their observations.

Content:

- Different client groups of sign language interpreters (deaf, hearing, deafblind, late-deafened, implanted, different age groups)
- Simultaneous interpreting
- Memory exercises
- Interpreting as an interactive situation
- Pair interpreting
- Evaluation and development of interpreting
- Self-evaluation
- Giving and receiving feedback
- Project on different interpreting situations and client groups
- Project report and project seminar
- Interpreting exercises

Implementation: Helsinki, Kuopio

Ethics and Professional Image 5 ECTS

Objective: Students acquire a general understanding of ethics and philosophy, including the problems related to power differences, and are able to relate them to their own values. They understand the influence of their own values in client-based work, and the significance of nonverbal communication and emotions in interpreting situations. Students are able to recognize emotions expressed in the interpreting situation and separate them from their own emotions, and to act impartially in the role of the interpreter. They are able to analyze various emotions and their meaning in interpreting situations, and to separate and process their own emotions. Students understand the importance of responsibility and professional secrecy in the work of an interpreter. They are able to adhere to a professional code of ethics, and to apply the code in various professional situations. They respect the client's independence and are aware of the professional requirements involved in working with different client groups. The theme includes a skills test in simultaneous interpreting. During the theme, students have a PSP discussion regarding their professional growth.

Content:

- General ethics: essence of ethics, morals and philosophy
- Ethics of the interpreter and interpreting: emotions, values and interpreting
- Encountering clients of different ages
- Interpreter's professional image and deaf, late-deafened, hard of hearing, deafblind and implanted clients
- Interpreter's professional code of ethics
- Exercises on ethically challenging interpreting situations (classroom)
- Skills test in simultaneous interpreting

Implementation: Helsinki, Kuopio

Translations and Interpreting 5 ECTS

Objective: Students are introduced to sign language translations. They examine translating and interpreting as subcategories of multilingual and multicultural communication. Students learn to use and apply existing translations in their interpreting, but are also able to distance themselves from existing translations when necessary. They are familiar with official translations in sign language and Finnish, and are introduced to new translation proposals. In addition, students are able to translate texts representing various genres as part of an assignment.

Content:

- Translation as part of an interpreting assignment: different perspectives on interpreting translations (intentions of the client, translator and target audience, and their application in practice)
- Established and official translations in sign language; preparation process
- Reading aloud in interpreting
- Exam on fixed translations of religious texts

Implementation: Helsinki, Kuopio

Interpreting Skills 5 ECTS

Objective: Students are able to interpret in relatively brief but demanding situations alone and with a partner. When in need of additional information, they are able to ask focused and clear questions that do not interrupt the flow of communication. They have a high tolerance for stress and are able to focus on the interpreting assignment despite distraction. When preparing for an interpreting assignment, they are able to locate different types of source material quickly, reliably and creatively. Students know how to develop their working language grammatically, and how to ensure appropriate and ergonomic working conditions. They are able to evaluate their own work and actions realistically.

Content:

- Interpreting situation from order to self-evaluation
- Interpreting process
- Pair and team work, collaboration
- Pair interpreting exercises
- Interpreting exercises
- Interim portfolio and seminar

Implementation: Helsinki, Kuopio

Entrepreneurship and Working Life Challenges 5 ECTS

Objective: Students understand the concept of entrepreneurship and the difference between entrepreneurial attitude and entrepreneurship. They are familiar with the different types of enterprises, issues related to starting up a business, the types of enterprises in the field of sign language, and the forms and techniques of remote interpreting. They understand the impact of social changes to the interpreting services system.

Content:

- Entrepreneurship
- Different forms and client groups of remote interpreting
- Changes in the labour market

Implementation: Helsinki, Kuopio

Introduction to Educational Interpreting 5 ECTS

Objective: Students are introduced to the educational institution as a working community and a working environment. They understand the difference between general education and various forms of special education, and know that different learners have different learning needs and abilities. Students understand the principles and practices of integration and inclusion. They understand the interpreting requirements of group situations in different areas of education. They are familiar with the interpreting techniques used in educational interpreting and know how to prepare for educational interpreting situations. Students are introduced to the organization of the work of educational interpreters, employment contracts, and the interpreter's role in the working community of an educational institution. The theme includes field practice.

Content:

- School as a working community and working environment
- Organization of educational interpreting
- Employment of educational interpreters
- Interpreting lessons using different methods and forms of interpreting
- Integrated education
- Learners of different age groups (e.g., CI)

Implementation: Helsinki, Kuopio

Educational Interpreting 10 ECTS

Objective: Students familiarize themselves with the work and working community of an educational interpreter. They know the different techniques of classroom interpreting and are able to prepare for interpreting situations and to locate information on various subjects. They are able to provide information on the work and training of sign language interpreters. They are able to perform classroom interpreting in learning environments. They are able to reflect on the interpreting situations and develop their professional competence from the perspective of educational interpreting.

Content:

- Profession of educational interpreter: interpreting and publicity work
- Work placement
- Reporting
- Work placement seminar

Implementation: Helsinki, Kuopio

Working Life Knowledge 5 ECTS

Objective: Students become familiar with the interpreting services provided by the society, the labour market and various organizations. They learn the principles of interpreting for deafblind and late-deafened people. They understand the significance of work, organizational activities and public services at the level of the individual and the society. They become familiar with the requirements of different community interpreting situations. Students understand the significance of interpreting services for the promotion of equality. They are able to work as interpreters in meetings for different types of clients. Students are familiar with employment contracts and collective agreements, as well as the professional practices of sign language interpreters. The theme includes a skills test.

Content:

- Interpreting situations in organizations and in the labour market

- Interpreting of meetings
- Police and legal interpreting
- Knowledge of the society and the labour market
- Job seeking and career planning
- Invoicing and taxation of interpreting services, pension issues
- Registered sign language interpreter's exam

Implementation: Helsinki, Kuopio

Producing Sign Language Interpreting Services 10 ECTS

Objectives: Students familiarize themselves with the legislative framework related to the production of sign language interpreting services. In addition, they learn about the history, operating principles and operators involved in organizing, producing, implementing and developing interpreting services in Finland. They understand the significance of interpreting services at the level of the individual and the society, as well as their own role in providing and developing interpreting services. Students are able to participate in working, interpreter and sign language communities as colleagues and interpreters, aiming for high professionalism and developing their professional competence. They are able to work as interpreters in situations involving individuals or small groups in a systematic, sociable and skilful manner. They are able to evaluate their own development as interpreters.

Content:

- Principles of interpreting services
- Job descriptions and professional skills of interpreters
- Work placement in an organization providing sign language interpreting services and in the working environment of a freelance sign language interpreter
- Online journal
- Work placement report and seminar

Implementation: Not offered in 2007–2008.

Optional Studies

Introduction to Pedagogy 5 ECTS

Objective: Students become familiar with learning and building an instructor identity and with the concept of child-based learning. For students specializing in pedagogy, this is a required theme.

Content:

- Different concepts of learning
- Principles of working as an instructor in early childhood and primary education
- Working as a special educator; different learners and learning strategies

Implementation: Helsinki

Signed Communication and Client Groups 5 ECTS

Objective: Students understand the difference between language and communication method. They are familiar with the principles of signed communication and are able to use it in everyday conversations. Students understand the nature of the client groups using signed communication. This optional theme is particularly suited to students interested in interpreting for deafblind and late-deafened people or in work related to the pedagogy of sign language interpreting.

Content:

- Signed speech
- Support signs
- Disabled groups using signed communication
- Multiprofessional teams
- Skills test in signed communication

Implementation: Kuopio

Interpreting and Communication 5 ECTS

Objective: Students recognize the difference between interpreting and monolingual communication. They learn about various interpreting and communication methods and about their use on different client groups. Students familiarize themselves with various interpreting and communication methods in theory and practice. The skills acquired enable them to communicate with deafblind and late-deafened people, and to use a variety of methods in different client situations. For students specializing in interpreting and especially in interpreting for deafblind or late-deafened people, this is a required theme.

Content:

- Communicating with deafblind and late-deafened people: signing in a free space and in a narrow field of vision, and tactile signing
- Speech-to-text translation by hand and by using a computer
- Fingerspelling alphabet, tracing and block alphabet
- Interpreting services used by late-deafened and deafblind people
- Hard-of-hearing clients
- Implanted clients
- Guiding and describing in interpreting
- Social quick messages
- Communication and interpreting exercises using different methods
- Differences between interpreting and monolingual communication

Implementation: Helsinki, Kuopio

Professional Project 5 ECTS

Objective: Students learn to view the interpreting situation as a whole, and to analyze it from the client's perspective. They develop alternative methods for the planning, implementation and evaluation of the interpreting process, and take responsibility for their work as translation professionals. This optional theme is particularly suited to students specializing in interpreting.

Content:

- Planning an interpreting situation
- Implementing/coordinating an interpreting situation

Implementation: Helsinki, Kuopio

7.4.4 Professional Specialization 30 ECTS

The Professional Specialization module allows students to develop their professional expertise. Students can choose between three specialization options: Interpreting, Pedagogy and International Operating Environment. Within the Interpreting theme, students may also specialize in

translation. Students select one option and plan its content according to their professional development objectives. At the end of their professional specialization studies, students demonstrate their overall professional growth and development in a portfolio.

Specialized Language Studies

Specialized language studies are included in the Professional Specialization module. The theme Interpreter in a Sign Language Community (5 ECTS) is included in all specialization options. Students must select either Signed Communication (5 ECTS) or Sign Language and Semantics (5 ECTS).

Interpreter in a Sign Language Community 5 ECTS

Objective: Students can easily handle various social signing situations and are able to produce intelligible, fluent expressions. They understand fast signing and their role as individuals in the sign language community. Students refresh their knowledge and improve their communication skills in sign language. They familiarize themselves with signs related to special fields and become trained in demanding signing situations (e.g., giving a signed presentation to sign language users). Students are able to use their general vocabulary flexibly and have good command of basic grammar. In addition, they are able to evaluate the development of their language skills from the perspective of a continuous process. The objective is for students to obtain the National Certificate of Language Proficiency in sign language during the theme. However, students at least complete a normal skills test.

Content:

- Finnish Sign Language
- Finnish Sign Language linguistics
- Presentations
- Interviews

Implementation: Helsinki, Kuopio

Signed Communication 5 ECTS

Objective: Students refresh their knowledge and improve their interaction skills that involve signed communication. They practise their signed communication skills in authentic situations. This theme is intended particularly for students specializing in Pedagogy, or those specializing in interpreting for deafblind and/or late-deafened people within the specialization option of Interpreting.

Content:

- Signed speech and the related intermediate-level exam
- Support signs
- Signed communication use situations
- Methods supporting and replacing speech

Implementation: Kuopio

Sign Language and Semantics 5 ECTS

Objective: Students improve their knowledge of the semantics of sign language. They familiarize themselves with idioms and metaphors, as well as elevated and vulgar styles of signing. Students refresh their knowledge and improve their communication skills in sign language. They familiarize themselves with signs related to special fields and become trained in demanding signing situations (e.g., using scientific language, international meetings, signing with socially excluded deaf people).

This theme is intended particularly for students specializing in Working Languages, Translation, and Interpreting.

Content:

- Sign language
- Sign language linguistics
- Independent assignments
- Analysis assignment on sign language semantics

Implementation: Helsinki, Kuopio

Interpreting 30 ECTS

Students acquire skills in preparing for demanding interpreting and communication situations. They improve their knowledge of the role of interaction in the work of an interpreter. Students practise debriefing difficult interpreting situations and giving and receiving feedback based on common interactive phenomena. Students develop a personal theory-in-use that suits their professional profile and demonstrate their competence in the profession of a sign language interpreter in their final portfolio.

This specialization option includes the following themes:

- Theory of Interpreting 5 ECTS
- Specialized Language Studies 10 ECTS
- Towards Working Life I 5 ECTS
- Towards Working Life II 10 ECTS

Pedagogy 30 ECTS

Students familiarize themselves with various methods and materials related to teaching language and communication, as well as to different learning situations. They acquire a basic knowledge of teaching sign language as a foreign language, and familiarize themselves with the instruction of signed communication. Students apply their knowledge in practice. They understand the differences between teaching a language, teaching a communication method, and family instruction. Students develop a personal theory-in-use that suits their professional profile and demonstrate their competence in the profession of a sign language interpreter in their final portfolio. Students who intend to specialize in Pedagogy must have completed the themes Signed Communication and Client Groups, and Introduction to Pedagogy before taking this option.

This specialization option includes the following themes:

- Theories of Pedagogy 5 ECTS
- Specialized Language Studies 10 ECTS
- Towards Working Life I 5 ECTS
- Towards Working Life II 10 ECTS

International Operating Environment 30 ECTS

Students familiarize themselves with the sign language environment of another country. They are able to use their studies in Finnish Sign Language and foreign languages to acquire knowledge and skills in their chosen educational institution or work placement organization. Students are able to analyze the differences and similarities in the field of sign language in Finland and in their chosen country. Students develop a personal theory-in-use that suits their professional profile and demonstrate their competence in the profession of a sign language interpreter in their final portfolio.

This specialization option includes the following themes:

- Theory of International Operating Environments 5 ECTS
- Specialized Language Studies 10 ECTS
- International Working Environments I 5 ECTS
- International Working Environments II 10 ECTS

7.4.5 Optional Studies 10 ECTS

The Optional Studies module may consist of additional studies within the degree programme or studies offered elsewhere at HUMAK or at other higher education institutions. Optional studies provide students with perspectives on new areas of competence or strengthen their existing professional competence.

7.4.6 Thesis and Related Studies 30 ECTS

Students complete a thesis in accordance with the thesis criteria of HUMAK. In the thesis, students demonstrate their command of the principles and methods related to a research-based approach, knowledge of the research tradition related to the field of sign language, and ability to produce new knowledge in the field. In the thesis, students apply their knowledge and skills in an expert and development position in the field of sign language. The goal is to enable students to familiarize themselves with a topic and special field related to their professional specialization studies. As a process, the thesis enables students to develop their professional problem-solving skills and reflective, creative and solution-oriented thinking and activities.

The thesis and the related studies include studies in research methodology and independent work on the thesis.

Introduction to a Research-Based Approach 5 ECTS

Objective: Students familiarize themselves with a research-based approach to working and studying. They are introduced to research areas, approaches and methods related to the field of sign language, as well as to the research and development activities taking place in the field. In addition, they learn critical literacy and the basic principles of a research-based approach.

Content:

- Research-based working and learning – what and why?
- Research and development in the field of sign language
- Critical literacy
- Basic principles of research: research-based and practice-based thesis
- Research on sign language in different branches of science
- Independent assignments
- Summary of a Finnish PhD on sign language

Implementation: Helsinki, Kuopio

Research Methodology 5 ECTS

Objective: Students are introduced to key methods used in quantitative and qualitative research, and acquire skills in gathering, analyzing and interpreting source material. They understand the purpose and requirements of the thesis. Students select and justify the topic of their thesis in a research plan.

Content:

- Introduction to quantitative and qualitative research methods and to their use in a research-based and practice-based thesis
- Research communication

Implementation: Helsinki, Kuopio

Thesis I 10 ECTS

Objective: Students familiarize themselves with the topic of their thesis, and practise their skills in presenting information related to their topic.

Content:

- Preparing a thesis
- Participating in discussions in the interim thesis seminar
- Peer evaluation

Implementation: Helsinki, Kuopio

Thesis II 10 ECTS

Objective: Students complete a thesis on a topic in the field of sign language that they have selected and justified. They demonstrate the ability to independently gather and critically analyze information, command of the required research methods, and familiarity with the topic of the thesis.

Content:

- Completing a thesis
- Maturity test
- Thesis seminar
- Participating in the dialogue on sign language research
- Peer evaluation
- Popularizing research

Implementation: Helsinki, Kuopio

Thesis II 5 ECTS

Objective: Students demonstrate their ability to independently gather and critically analyze information, and to produce knowledge in their field. They practise clearly communicating and analytically discussing topics related to their field.

Content:

- Presenting the theoretical framework/background of the thesis
- Discussions on research/interim thesis seminar

Implementation: Helsinki, Kuopio

7.5 Other Optional Studies

Humaus Bulletin 8 ECTS

The HUMAK news bulletin, Humaus, is produced by the students of the university. The bulletin is published at the beginning of the calendar year. The HUMAK Newspaper Workshop (8 ECTS) is intended for all HUMAK students and can be completed in conjunction with other studies. Students register for the autumn 2007 workshop via HumakPro (under the Joensuu Campus themes).

Entrepreneurship – Innoplaza 15 ECTS

During the Innoplaza studies in entrepreneurship, students prepare a business plan. The plan is drafted in collaboration with students from other universities of applied sciences located in the Helsinki region. The goal is to discover new, creative and viable business ideas by bringing together the expertise and knowledge of students from different fields.

Students develop their innovative skills, and receive instruction, guidance and advice on entrepreneurship and the drafting of a business plan. Universities of applied sciences participating in the Innoplaza project include Arcada, Diak, HAAGA-HELIA, HUMAK, Laurea and Stadia.

In addition to the Innoplaza studies in entrepreneurship, HUMAK students are entitled to include in their curriculum courses offered at other universities of applied sciences participating in the project. Innoplaza studies in entrepreneurship are suited to students who are willing to test their ideas in practice and who consider entrepreneurship as a possible career. We look forward to seeing you!

For further information, please contact:

Sanna Honkaniemi

Tel. 020 7621 208

Antti Pelttari

Tel. 020 7621 215

firstname.lastname@HUMAK.edu

Finnish University Network for East and Southeast Asian Studies

The members of the Finnish University Network for East and Southeast Asian Studies include 29 universities of applied sciences and 20 universities. HUMAK is a member of the network. The main objective of the network is to promote education and research on East and Southeast Asia, as well as student and staff mobility in Finnish higher education institutions. For the universities of applied sciences, the network is coordinated by the Jyväskylä University of Applied Sciences.

Online courses in Asian Studies offered by universities of applied sciences

Universities of applied sciences have organized in cooperation three online courses in Asian Studies (totalling 15 ECTS):

- Orientation to East and South East Asia 5 ECTS
- Health Care and Social Services in China, Japan and Thailand 5 ECTS
- Asian Tourism and Service Culture 5 ECTS

Students register for the courses through the Finnish Online University of Applied Sciences portal at www.amk.fi.

Asian Studies Programme 2008 offered by universities

Each year, the Finnish University Network for East and Southeast Asian Studies organizes an Asian Studies Programme worth 25 ECTS. The programme provides students with a basic knowledge of East and Southeast Asia through interdisciplinary studies. The courses are organized by the University of Jyväskylä, the University of Oulu, the University of Turku, and the Helsinki School of Economics. The programme consists of the following courses:

- A. Cultural History of East and Southeast Asia (6 or 3 ECTS)
- B. Society and Politics in East and Southeast Asia (6 or 3 ECTS)
- C. Business in East and Southeast Asia (7, 5 or 2 ECTS)
- D. Language and Communication in East and Southeast Asia (6 or 4 ECTS)

The Asian Programme starts in spring 2008 with courses A and B, and continues with in autumn 2008 with courses C and D. All courses are provided through the Internet.

More information on teaching is available online at www.asianet.fi.

Application period: The application period for the Asian Programme 2008 starts in October 2007 and ends on 18 November 2007. During the application period, students may apply for the entire programme (25 ECTS) or for individual courses. Application instructions and the application form are available online at www.asianet.fi. Students interested in completing the entire programme are recommended to begin their studies in spring 2008.

Note: Students of all universities of applied sciences must obtain a recommendation from their PSP counsellor and the lecturer responsible for international affairs in their degree programme endorsing the student's participation in the Asian Programme. Each university of applied sciences pays for the courses taken by their students in the programme (€33 for each completed ECTS and €10 for each uncompleted ECTS).

8 Contact Information

Administration and Student Services

President's Office

Annankatu 12 A 17
FI-00120 HELSINKI
Tel. 020 7621 390, fax 020 7621 391
HUMAK@HUMAK.edu

President: Eeva-Liisa Antikainen
Tel. 020 7621 337, mobile 040 7733 116

Managing Director: Heikki Sarso
Tel. 020 7621 349, mobile 0500 204 395

Admissions

Annankatu 12 A 17
FI-00120 HELSINKI
Tel. 020 7621 300, fax 020 7621 391
hakutoimisto@HUMAK.edu

Student Affairs

Annankatu 12 A 17
FI-00120 HELSINKI
Tel. 020 7621 390, fax 020 7621 391
HUMAK@HUMAK.edu

Financial Aid Committee

Annankatu 12 A 17
FI-00120 HELSINKI
Tel. 020 7621 348, fax 020 7621 391
opintotuki@HUMAK.edu

Examination Board

Annankatu 12 A 17
FI-00120 HELSINKI
Tel. 020 7621 390, fax 020 7621 391

Degree Programme in Civic Activities and Youth Work

Programme Director: Sirpa Teräväinen
Tel. 020 7621 354, mobile 050 4119 563

Senior Lecturers:

Jukka Määttä, tel. 020 7621 249
Kimmo Lind, tel. 020 7621 275
Annikki Kluukeri-Jokinen, tel. 020 7621 242
Merja Kylmäkoski, tel. 020 7621 287

Haapavesi

PO Box 62
Vanhatie 45
FI-86601 HAAPAVESI
Tel. 020 7621 250, fax 020 7621 251
haapavesi@HUMAK.edu

Library: Sanna Näätänen, Information Specialist, tel. 020 741 5924. Opening hours 7:00 am–6:00 pm. 8 study desks, 7 workstations.

Meals: The student cafeteria is on the ground floor of the Lönninkartano building. The cafeteria is open 7:00 am–8:00 am (breakfast), 10:30 am–11:30 am (lunch) and 4:00 pm–5:00 pm (dinner). Students pay for their meals either in cash or with meal tickets purchased from the cashier. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: Computer labs are located at the Mikkosentalo and Väinölä buildings. There are a total of 40 workstations. The facilities at Mikkosentalo are open 24 hours a day. Students purchase their own printing paper. The person responsible for HumakPro is the Student Affairs Secretary.

Notice board: The HUMAK notice boards are located in Bunkkeri (e.g., HUMAKO and internal campus notices) and in Väinölä in the immediate proximity of classrooms 4 and 5. Student notices are announced on HumakPro, on the Haapavesi campus forum.

Joensuu

Niittylahdentie 297
FI-82220 NIITTYLAHTI
Tel. 020 7621 260, fax 020 7621 261
joensuu@HUMAK.edu

Library: The library is located on the second floor of the main building (in the lobby). In addition, there is a quiet study room equipped with a few workstations. Opening hours Mon–Thu 8:30 am–4:00 pm, Fri 8:30 am–2:00 pm.

Copying services: A copy machine is located in the lobby of the library. Copy cards are sold at the campus office.

Meals: The student cafeteria is located on the ground floor of the main building. The opening hours of the cafeteria are announced at the beginning of each autumn term. Meals are paid to the cashier at the cafeteria. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: The main building has two computer labs, both located on the ground floor. In addition, workstations for web browsing are located in the first and second floor lobbies. The computer labs have a total of 28 workstations. The facilities are open Mon–Thu 8:00 am–4:00 pm. Students can use printing services from all workstations. Replaced computers are moved to serve

as individual workstations in different buildings. The person responsible for HumakPro is the Student Affairs Secretary, and user support is provided by Kimmo Neuvonen.

Notice board: HUMAK notices are announced via HumakPro and on the notice board located on the first floor.

Note: Due to the renovation of the main building of the North Karelia College in autumn 2007, the student cafeteria is temporarily located in the sports hall (Taapeli) until 31 December 2007, after which it is reopened on the ground floor of the main building. The computer labs are temporarily located on the first floor of the main building. Further information on the changes is provided at the beginning of the autumn term.

Lohja

Karstuntie 537
FI-08450 LOHJA
Tel. 020 7621 270, fax 020 7621 271
lohja@HUMAK.edu

Library: Hannu Kylkisalo, Information Specialist, tel. 019 357 8133. The course library is located on the ground floor in the dormitory wing of the main building. The library has workstations for information gathering.

Copying services: A copy machine is located in the main building lobby. Copy cards are sold at the campus office.

Meals: The student cafeteria is located in the main building. The cafeteria is open 7:45 am–8:15 am (breakfast), 11:15 am–12:30 pm (lunch), 2:00 pm–2:30 pm (coffee) and 3:45 pm–4:30 pm (dinner). Meals are paid to the cashier at the cafeteria. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: There are two computer labs in the administrative wing of the main building. There are a total of 31 workstations. The actual computer lab is open outside class hours, Mon–Thu 7:00 am–9:00 pm and Fri 7:00 am–4:00 pm. The additional computer lab is open Mon–Thu 7:00 am–12:00 midnight and Fri 7:00 am–5:00 pm. In addition, five workstations are available at the library during opening hours. Student duty officers are in charge of weekend use. The dormitory has 12 workstations available to students. Students may rent a room at the dormitory equipped with a workstation and a network connection. Printing services are subject to a fee. Printing rights can be purchased at the Kanneljärvi College. The person responsible for HumakPro is the Student Affairs Secretary.

Notice board: HUMAK notices are mainly announced via HumakPro. Notice boards are located in the downstairs lobby of the main building and in the staircase of the HUMAK wing.

Nurmijärvi

Kotorannantie 49
FI-05250 KILJAVAN OPISTO
Tel. 020 7621 310, fax 020 7621 311
nurmijarvi@HUMAK.edu

Library: The library is located in the separate library building. Outi Mietala, Librarian, tel. 09 276 2709, available Mon–Fri 8:00 am–3:00 pm. The library is open Mon–Fri 8:00 am–3:00 pm, and can

be accessed using a key code 3:00 pm–10:00 pm. During weekends, the library can be accessed using a key code 8:00 am–10:00 pm.

Copying services: Students may use the mailing department copy machine against a fee.

Meals: The cafeteria is open 7:00 am–9:00 am (breakfast), 11:15 am–12:30 pm (lunch), 2:00 pm–3:00 pm (coffee) and 4:30 pm–5:45 pm (dinner, time subject to change). During weekends, the service hours of the cafeteria may vary. To receive a meal discount (lunch), students may purchase meal tickets at the reception by producing a valid student ID card or KELA meal subsidy card.

IT services: The D308 classroom has 16 workstations which HUMAK students may reserve at 8:00 am–10:00 pm. In the seminar room of the HUMAK floor (4th floor), there are four additional workstations and a printer. In addition, there are a few workstations available to students in the library. Hannu Lönnroth is in charge of HumakPro, and user support is provided by Ari Heino.

Notice board: HUMAK notices are mainly announced via HumakPro and email. Notice boards are located in the classrooms, the seminar room and the downstairs lobby.

Äänekoski (formerly Suolahti)

Sirkanpolku 1
FI-44200 ÄÄNEKOSKI
Tel. 020 7621 280, fax 020 7621 281
suolahti@HUMAK.edu

Library: The library is located in the T Building. Kaija Hukari, Librarian, tel. 014 574 5561, available Mon and Wed 2:00 pm–6:00 pm; Tue 11:30 am–3:30 pm; Thu 11:30 am–1:30 pm and 3:00 pm–6:00 pm; and Fri 11:30 am–2:00 pm.

Copying services: A copy machine for students is located in the lobby of the Suolahtisali hall. Copy cards are sold at the campus office. Large volumes of copies can be ordered against a service fee from the office.

Meals: The student cafeteria is located in the Puutalo building. The cafeteria is open 7:45 am–8:15 am (breakfast), 11:15 am–12:30 pm (lunch), 2:00 pm–2:30 pm (coffee) and 3:45 pm–4:30 pm (dinner). Breakfast is not served on Mondays nor dinner on Fridays. Meals are paid to the cashier at the cafeteria. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: Instructions on the use of computer labs, workstations and Internet connections are available online at www.ksopisto.fi (in Finnish). The person responsible for HumakPro is the Student Affairs Secretary, and user support is provided by Tuukka Peltoniemi (IT) and Pekka Harjula (HumakPro).

Notice board: HUMAK notices are mainly announced via HumakPro. A student notice board is located in the lobby of the Puutalo building.

Tornio

Kivirannantie 13–15
FI-95410 TORNIO
Tel. 020 7621 290, fax 020 7621 291
tornio@HUMAK.edu

Staff rooms are located in the Niilontalo building.

Library: Library services are available at the Tornio Learning Centre of the Kemi-Tornio University of Applied Sciences, at: Kauppakatu 58, FI-95400 TORNIO, tel. 016 258 529.

Copying services: A copy machine is located in the Joentalo building. Students pay for copies at the office.

Meals: The student cafeteria is located in the Joentalo building. The cafeteria is open 7:30 am–8:00 am (breakfast), 10:50 am–11:30 am (lunch), 1:45 pm–2:15 pm (coffee) and 4:30 pm–5:00 pm (dinner). Students pay for their meals either in cash or with meal tickets purchased from the office. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: Workstations are available to students in four locations. There are 20 workstations in the Joentalo computer lab and 17 workstations with Internet connections in the Niilontalo computer lab. The Joentalo computer lab is open 4:00 pm–8:30 pm, provided that students have arranged supervision in the lab. The Niilontalo computer lab is open on weekdays 8:00 am–3:45 pm. During weekends, the labs are available on agreement. Floppy disks are sold at the campus office. Students purchase their own printing paper, but during instruction they may print material as required. The person responsible for HumakPro is the Student Affairs Secretary, and user support is provided by Anne Harri (IT) and Tuomo Ylipartanen (HumakPro).

Notice board: The official communications channel is the Tornio campus forum on HumakPro. The notice board is located in the corridor of the Joentalo building.

Degree Programme in Cultural Management

Programme Director: Katri Kaalikoski
Tel. 020 7621 342, mobile 050 4119 606

Senior Lecturers:

Hannu Sirkkilä, tel. 020 7621 223
Pekka Vartiainen, tel. 020 7621 234
Titta Pohjanmäki, tel. 020 7621 213

Joutseno

Pöyhiänniementie 2
FI-54100 JOUTSENO
Tel. 020 7621 210, fax 020 7621 211
joutseno@HUMAK.edu

Library: Päivi Pakarinen, Librarian, tel. 05 6100 119, available Mon–Thu 9:00 am–2:00 pm. For a fee, students may obtain a key with which they can use the library 24 hours a day. There are five workstations and 20 study desks.

Copying services: Students may copy material at the campus office. Copies are paid for in cash at the office.

Meals: The student cafeteria is located in the separate cafeteria building. The cafeteria is open 7:30 am–8:45 am (breakfast), 11:30 am–12:15 pm (lunch), 2:45 pm–3:10 pm (coffee) and 5:00

pm–5:30 pm (dinner). Students pay for their meals either in cash or with meal tickets. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: The computer lab is located in the dormitory building. The computer lab has a total of 23 workstations. In addition, there are five workstations in the library. All workstations have printing facilities. To use the computer lab, students must first obtain a key against a fee. The person responsible for HumakPro is the Jari Klemola, and user support is provided by Mikko Kokko.

Notice board: The notice board is located in the auditorium building.

Kauniainen

Vanha Turuntie 14
FI-02700 KAUNIAINEN
Tel. 020 7621 220, fax 020 7621 221
kauniainen@HUMAK.edu

Library: The library is located in the separate building. Students may borrow exam books and other literature from the library. The library has study desks and computer workstations. In the evening and during weekends, students can access the library using the dormitory key.

Copying services: A copy machine available to students is located opposite to the computer labs in the corridor of the Aivorihi building. Students may purchase copy cards at the cafeteria or at the financial office.

Meals: Meals are served at the student cafeteria located on the first floor of the main building. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card. Meals are paid to the cashier at the cafeteria.

IT services: Computer labs are located in the Aivorihi building. Computer labs A6 and A7 are available to students outside class hours until 9:00 pm. Rooms A6 and A7 have a total of 27 workstations, and A8 is equipped with a language lab. Each computer lab provides printing facilities. Floppy disks are sold at the financial office. The main building classrooms used by HUMAK have computers with Internet connections. The person responsible for HumakPro is the Student Affairs Secretary, and user support is provided by the IT support officer.

Notice board: HUMAK notices are announced via HumakPro. In the main building lobby, there is a notice board on which the classroom arrangements are posted daily—this notice board is for all students studying in the facilities of the Workers' Academy (Työväen Akatemia).

Korpilahti

Tähtiniementie 26
FI-41800 KORPILAHTI
Tel. 020 7621 230, fax 020 7621 231
korpilahti@HUMAK.edu

Library: The library is located in the main building and is open on weekdays 8:00 am–9:00 pm. On weekends, the library is open if other activities are also arranged at the campus. There are 32 study desks and six workstations.

Copying services: A copy machine is located in the main building office. Copies are paid for in cash at the office.

Meals: The student cafeteria is located in the main building. The cafeteria is open 8:00 am–9:00 am (breakfast), 11:30 am–1:00 pm (lunch), 2:00 pm–3:00 pm (coffee) and 4:30 pm–5:30 pm (dinner). Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: There are 46 workstations available to students in various parts of the campus. Two computer labs are located on the ground floor of the main building. The labs have 14 and 12 workstations, respectively. The computer labs are open on weekdays 8:00 am–9:00 pm. The person in charge of IT is Vesa Lahtonen.

Notice board: Student notice boards are located in the main building lobby and at the HUMAK office. HUMAK notices are mainly announced via HumakPro.

Turku

Harjattulantie 80
FI-20960 TURKU
Tel. 020 7621 240, fax 020 7621 241
turku@HUMAK.edu

Library: The library is located on the second floor of the main building. A study hall is open every day. All workstations at the campus provide access to HUMAK's library services.

Copying services: Students may order copies against a service fee from the office.

Meals: The student cafeteria is located on the first floor of the main building. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: Workstations located in the computer labs have Internet connections and printing facilities. Students may use the computers outside class hours 24 hours a day. The person responsible for HumakPro is the Student Affairs Secretary, and technical user support is provided by Joni Viljanen.

Notice board: HUMAK notices are mainly announced via HumakPro and email. A student notice board is located on the second floor of main building.

Degree Programme in Sign Language Interpreting

Programme Director: Pirkko Mikkonen
Tel. 020 7621 328, mobile 050 4119 562

Senior Lecturer:
Eeva Salmi, tel. 020 7621 316

Helsinki

Ilkantie 4
FI-00400 HELSINKI
Tel. 020 7621 320, fax 020 7621 321
helsinki@HUMAK.edu

Library: Raili Ojala-Signell, Librarian, tel. 09 580 3522. The library is shared with the library of the Light House. You will most likely find the library open Mon–Wed 9:00 am–3:00 pm. The library email address is kirjasto@kl-deaf.fi.

Copying services: The campus has one copy machine for staff and students located on the third floor. Copy cards are sold by Erkki Välttilä, Superintendent of the Folk High School for the Deaf (Kuurojen kansanopisto).

Meals: The student cafeteria is located in the Light House in connection with the employee cafeteria. The cafeteria is open 7:45 am–8:30 am (breakfast), 11:30 am–12:30 pm (lunch) and 2:00

pm–2:20 pm (coffee). Students may pre-order dinner. Students may purchase meal tickets from the cashier at the cafeteria (outside lunch hours) or from the information desk of the Light House located on the first floor (during lunch hours). Students of the Helsinki Campus receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: The computer lab and the language lab have 20 workstations each. The campus also has a workspace with two additional workstations. The facilities are open on weekdays 8:00 am–8:00 pm. Class use has precedence over private use. Students may print material from all the workstations of the computer lab. CDs and DVDs are sold at the information desk of the Light House. The person responsible for HumakPro is the Student Affairs Secretary.

Notice board: The HUMAK notice board is located on the second floor next to the classrooms. HUMAK notices are mainly announced via HumakPro.

Kuopio

Kansanopistotie 32
FI-70800 KUOPIO
Tel. 020 7621 330, fax 020 7621 331
kuopio@HUMAK.edu

Library: The library is open Mon–Fri 8:30 am–3:00 pm. Librarian Mirja Kejonen is available during opening hours. The library is available to students on Mon–Thu until 9:00 pm. The library has a few workstations reserved for students.

Copying services: There is a copy machine in the library. Copy cards are sold at the library.

Meals: The student cafeteria is located opposite to the main entrance. The cafeteria is open 7:45 am–8:30 am (breakfast), 11:30 am–12:30 pm (lunch), 2:00 pm–2:20 pm (coffee) and 4:30 pm–5:00 pm (dinner). Meals are paid to the cashier at the cafeteria. Students receive a meal discount (lunch) by producing a valid student ID card or a KELA meal subsidy card.

IT services: The computer lab has 20 workstations. Students also have access to a video language lab. CDs and DVDs are sold at the library. Students may use the facilities for independent work Mon–Thu 8:00 am–9:00 pm and Fri 8:00 am–3:00 pm, when they are not reserved for teaching. Class use has precedence over private use. User support is provided by the computer science teacher Eero Pekkala.

Notice board: HUMAK notices are announced via HumakPro.