1-8 Bachelor's Program Curriculum Formulation and Implementation Policy

To achieve the University's educational goals as stipulated in our diploma policy, we formulate our curriculum based on the following policies to develop women who think from a global perspective and are able to play an active role both domestically and overseas.

1. Curriculum Formulation and Implementation Policy

(1) The following courses are offered to provide comprehensive general education:
- By taking core courses (liberal arts, fundamental lectures, foreign languages, information technology, sports and health), students acquire a comprehensive education that covers the humanities, social sciences and natural sciences, as well as foreign-language and information-processing skills and leadership qualities. (DPA)
- By taking liberal arts courses that cross between the arts and sciences (courses on specific themes), students acquire a broad range of learning with interest in the good of the community, and through active learning under each theme, they also acquire communication and negotiation skills, a cross-disciplinary viewpoint, and the ability to make judgments in response to change. (DPA, DPD)

(2) Under the Multiple Program Elective Course System, students proactively engage in their studies to develop advanced creative and practical professional skills and acquire the ability to play leadership roles in various fields of society. The system consists of the following programs:
- For the first program, students take the main program (required) their affiliated division or department has established. (DPB, DPC)
- For the second program, students choose one of the following (required elective): 1) the enhancement program in which students dedicate themselves deeply to an area of specialization, 2) the secondary program in which students learn in areas outside their own area of specialization, or 3) the integrated interdisciplinary program. (DPB, DPC)
- Students can also take the secondary program or interdisciplinary program as their third program. (DPB, DPC)

(3) A graduation research or thesis is required as the culmination of the curriculum.
Students select their own themes, gather and organize information and data, and conduct a logical analysis of those materials on a solid foundation of specialized knowledge. This enables them to gain the ability to link knowledge, thinking, and action and use them to solve problems. (DPB, DPC)

(4) By taking practical foreign language courses, participating in practical training and training courses in Japan and overseas, and studying abroad at overseas partner universities, students develop an international perspective, the ability to understand other cultures, and the ability to communicate.(DPD)

(5) By taking courses that cultivate competency and engaging in project-based learning and practical training, students acquire the comprehensive knowledge needed to implement the knowledge they have fostered through general and specialized education in society. (DPC, DPD)

(6) Depending on the faculty/division/department, students can take courses required to acquire a Class 1 kindergarten teaching license; Class 1 elementary school teaching license; Class 1 junior high school teaching license; Class 1 high school teaching license; Class 1 nutrition teacher license; take the national exam to become a national registered dietitian; take the national exam to become a certified public psychologist; take the Class-1 architect examination; acquire the social researcher certification or curator certification. (DPC)

2. Course Contents and Method

(1) Students generally take comprehensive general education courses in their first and second years. Under the Multiple Program Elective Course System, during their first year they begin the first program (main program)—designed to foster their expertise in their respective field—and select the second program by the end of the second year and begin to take the program in their third year.

(2) Color code numbering that indicates the sequentiality and systematicity of curriculum serves as a guideline for the order of study.

(3) We will conduct close and detailed academic advisement to ensure proactive learning and implement rigorous grade calculation based on a GPA system, thereby improving the quality of learning.

(4) In their first year, students begin studying ethics in the context of their studies, based on the "Ochanomizu University Academic Ethics."
(5) We make the results of students' various studies and the achievement of their learning goals across specialties and disciplines visible.

3. Academic Evaluation Method

Student grades are evaluated and indicated by GP (grade point)/letter grades calculated from their base point (maximum of 100 points, with 60 points or more considered as passing), based on final examinations, reports, oral examinations, quizzes, class participation and other factors that differ by the course objectives, content and the like. Evaluation percentages are specified in the syllabus for each course. A university-wide student survey is also conducted to verify whether the objectives stated in the diploma policy have been achieved.

Faculty of Letters and Education

1. Curriculum Formulation and Implementation Policy

(1) With interest in human culture and society at the core, we will aim to establish a solid foundation for academic research focused on learning in the humanities and social sciences, and to develop internationally viable abilities to identify and solve problems, process information, and communicate. (DPA, DPB, DPC, DPD)
(2) By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences and a high level of foreign language proficiency. (DPA, DPD)
(3) Through lectures, exercises, practical training, and various other types of course in specialized education programs related to the humanities, language and cultural studies, and human and social sciences, and a specialized education curriculum related to art and expression, students acquire the knowledge and skills needed to examine and analyze the complex phenomena of human culture and society. (DPB, DPC)
(4) Under the Multiple Program Elective Course System, the first program (required) in which students learn is the main program established by the division (Division of Liberal Arts and Humanities, Division of Languages and Culture, and Division of Human and Social Sciences) to which they belong or the Global Studies for Intercultural Cooperation Main Program. The second program (required elective) is the enhancement program in which students dedicate themselves deeply to an area of specialization, the secondary program in which students learn in areas outside their own area of specialization, or the integrated, interdisciplinary-type interdisciplinary program, as selected by the student. Through this, students acquire the ability to take action and capability as leaders, bolstered by a high level of expertise. (DPB, DPC, DPD)
(5) In order to gain the ability to utilize a high level of expertise in the humanities, language and cultural studies, human and social sciences, and art and expression, students are required to complete a graduation thesis or graduation research. Under the direction of a member of the teaching staff, students gather materials, data, and research literature related to their research theme, interpret and analyze the information, and complete a graduation thesis or graduation research with a specific conclusion. (DPB, DPC)
(6) Depending on their faculty/division/department, students can take courses required to acquire a Class 1 kindergarten teaching license; Class 1 elementary school teaching license; Class 1 junior high school teaching license; Class 1 high school teaching license; social researcher certification; and curator certification. (DPC)

2. Course Contents and Method

Students take courses (core courses, specialized education courses, courses shared throughout the faculty, courses shared throughout the university, and courses related to teaching) and earn credits specified by each department and the Global Studies for Intercultural Cooperation program. They study in accordance with the educational objectives specified by each specialized education program. Color

code numbering that indicates the sequentiality and systematicity of a curriculum serves as a guideline for the order of study.

Division of Liberal Arts and Humanities

1. Students acquire the comprehensive ability to build their own logical arguments, based on the acquisition of knowledge about human culture and society that is both broad and deep, and discover their own original questions from those perspectives, then gather and organize the required materials and data. (DPA, DPB, DPC)
2. Students learn at least two foreign languages as a communication skill and a foundation of specialized education, and take at least four common subjects for the Division in order to acquire basic abilities in the humanities. (DPA)
3. The organization of specialized education programs established by the Division of Liberal Arts and Humanities, and the related policies, are as follows. (DPB, DPC)
   (1) In the Philosophy, Ethics, and Art History Program, students learn specialized and systematic knowledge of the phenomena related to the values of truth, goodness, and beauty that humankind has pursued. In addition, students increase their "ability to think, ability to act, and ability to feel" by questioning anew those values. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
   (2) In the Comparative History Program, students acquire a perspective that surveys overall society through a focus on mutual comparison, association, and interaction, using the regional axis of Japan, Asia, and the West, as well as the time axis of the period from ancient to contemporary times, thereby fostering flexible thinking that will allow students to gain a comprehensive understanding of human history. This is done through six types of course: introduction, research methodology, reading, advanced lectures, seminars, and field research. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
   (3) In the Environmental Geography Program, students attend lectures and practicums on physical and human geography and regional geography, engage in field work and practical training in geographical information systems (GIS) and social research, etc., thereby tying the area and location to knowledge in the arts and sciences, and refine their senses enabling them to solve realistic problems. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
4. Students can take courses required to acquire Class 1 junior high school teaching licenses (social studies), Class 1 high school teaching licenses (social studies, geography, history, and civics), the curator certification, and social researcher certification. In addition to these, in the Environmental Geography Program, students can take courses related to acquiring GIS professional certification and regional investigator certification. (DPC)

Division of Languages and Culture

1. Students learn each language and understand them in a systematic manner, and learn the basic research methodology for language, literature, and art, thereby enabling students to conduct research on "words" and the art and literature that are born of them. In the Japanese Language Education secondary program, students learn the knowledge and skills that are necessary to teach Japanese as a second language. (DPA, DPB, DPC)
2. Students learn at least two foreign languages as a communication skill and a foundation of specialized education, and take at least four common subjects for the Division in order to acquire basic research abilities in language and culture. (DPA)
3. The organization of specialized education programs established by the Division of Languages and Culture, and the related policies, are as follows. (DPB, DPC)
   (1) In the Japanese Language and Literature Program, students take introduction, literary history, reading, advanced seminars and advanced lectures, and practicums to systematically study the history of Japanese language and literature, from ancient to contemporary periods, gain a deep and accurate understanding of the literature and Japanese language of each period, and learn research methods. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.

(2) In the Chinese Language and Culture Program, students develop solid proficiency in the Chinese language through courses on reading, writing, listening, and conversing in Chinese, then on that foundation, take courses related to classical and contemporary Chinese language and culture, and deepen their overall understanding of China. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
(3) In the English Language and Culture Program, students take lecture and seminar courses related to the English language and the literature and cultures of the English-speaking world to learn specialized knowledge and research methodology, and develop flexible English-language proficiency through writing and conversation courses. As the culmination of their studies, students write a graduation thesis in English, accurately understanding and communicating their thoughts in English. After creating and submitting the graduation thesis, students undergo an oral examination.
(4) In the French Language and Culture Program, students take courses in the French linguistics, writing, and conversation and acquire specialized knowledge and practical proficiency in the French language. They deepen their specialized knowledge and acquire research methods through lectures and seminars on the language, culture and society of French-speaking countries, and also develop the ability to do comparative studies with cultures in other language areas, including German-speaking countries. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
(5) In the Japanese Language Education Secondary Program, students take lecture and seminar courses to acquire basic knowledge and practical skills related to Japanese language education and learning for Japanese language learners with diverse linguistic and cultural backgrounds in a globalizing society, as well as an understanding of other cultures.

4. Students can take courses required to acquire Class 1 junior high school teaching licenses (Japanese, English and Chinese languages); and Class 1 high school teaching licenses (Japanese, English and Chinese languages). (DPC)

Division of Human and Social Sciences

1. Students acquire broad fundamental knowledge of sociology, educational science, and child studies, as well as deeply specialized and applied knowledge, giving them a thorough understanding of humans, thereby enabling them to take a global perspective and fulfill leadership roles in the extensive fields of society on that foundation. (DPA, DPB, DPC, DPD)
2. Students learn foreign languages as a communication skill and a foundation of specialized education, and take at least three common subjects for the Division in order to acquire basic abilities in the human and social sciences. (DPA, DPD)
3. The organization of specialized education programs established by the Division of Human and Social Sciences, and the related policies, are as follows. (DPB, DPC)
(1) In the Department of Educational Sciences, students think in a creative manner about the ideal nature of humans and education, through introductory courses, advanced lectures, and seminars on the educational science fields, such as educational thought, education history, educational sociology, educational methodology, and educational development theory. As the culmination of their studies, students create and submit a graduation thesis, then present it orally for review.
(2) In the Department of Sociology, sociological research methods are necessary to enable students to use theoretical and empirical methods to engage in multifaceted examination and analysis of the societal aspects of human awareness and behavior and the social structure and changes that serve as their infrastructure. Students see broadly to the core of humans and society, through lectures and seminars in the main sociological areas such as social awareness, gender, and social policy, as well as cultural anthropology, educational sociology, and other adjacent subjects. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
(3) In the Department of Child Studies, students study theories related to children, childcare and preschool education from various perspectives as a foundation for their specialization. They also conduct practical training in the affiliated kindergarten, center for early childhood education and care (*nintei kodomo-en*), and other preschool education facilities. The Department integrates theory, dialogue and practice in learning about the environment, society, culture, systems, and history related to children as well as childcare practices. As the culmination of their four years of study, students create and submit a graduation thesis, present it and undergo a review. The program includes subjects required to obtain a kindergarten teaching license.

4. Students can take courses required to acquire a Class 1 kindergarten teaching license; Class 1 elementary school teaching license; Class 1 junior high school teaching license (social studies); Class 1 high school teaching license (civics); curator certification; and social researcher certification in every program. (DPC)

Division of Performing Arts

1. Through lectures, seminars, practical training, and a variety of other forms of teaching, students gain the basic ability to analyze music and dance based on theory, as well as ability to practice and implement those skills to apply theoretical results to implementation and identify and resolve contemporary problems. (DPA, DPB, DPC)
2. Students learn foreign languages as a communication skill and a foundation of specialized education. (DPA)
3. In the Division of Performing Arts, students take courses in special programs aimed at learning both the theory and practice of dance and music. The policy is as follows. (DPB, DPC)
   (1) In the Dance and Dance Education special program, students participate in lectures and seminars on dance and the arts, clinical dance theory, dance ethnology, human movement, and principles of physical education, etc., to acquire the basic abilities needed to conduct theoretical analyses of performance, and gain the ability to perform and apply the theoretical findings through practical training and practice. As the culmination of their studies, students create and submit a graduation thesis and undergo an oral examination.
   (2) In the Music Expression special program, students strive to "understand the world through music," and to integrate theory and practice at a high level. In theoretical aspects, students are required to study the music history and theory of not only the modern West, but also a wide range of eras and regions. Students take an interdisciplinary perspective to identify issues. In regard to practice, students take courses in the practice of vocal music and piano performance with levels ranging from beginner to advanced according to the needs of the learner, and gain the implementation and application abilities that enable them to apply theory to performance. As the culmination of their studies, students create and submit graduation research and undergo an oral examination.
4. Students can take courses required to acquire Class 1 junior high school teaching licenses (music, health and physical education) and Class 1 high school teaching licenses (music, health and physical education). (DPC)
5. In the Dance Education secondary program and the Music Expression secondary program, which can be taken by students from other divisions in the Faculty of Letters and Education as their second or third program, and by students from other faculties as their third program, students deepen their understanding of the meaning and significance of dance, exercise, and music, and learn about the connection to their own area of specialization. (DPA)

Division of Global Studies for Intercultural Cooperation

1. In our increasingly globalized contemporary world, specialized education (the Global Studies for Intercultural Cooperation Main Program) to achieve multicultural cooperation is required. This is a shared joint program of the Division of Liberal Arts and Humanities, the Division of Languages and Culture, and the Division of Human and Social Sciences. Students in any of the divisions can take courses in it as their main program. It conducts comprehensive education that crosses the boundaries between divisions. (DPA, DPB)
2. Students are required to learn foreign languages that are deemed necessary in the global community (at least two foreign languages, such as English). Taking courses in a secondary program in their own division enables students to acquire interdisciplinary expertise. (DPA, DPB)
3. In the Global Studies for Intercultural Cooperation Program, students take basic courses related to globalization, then on that foundation systematically take lectures, research methodology courses, seminar courses, and practical training courses related to the three areas of regional research/culture, multicultural interaction/coexistence, and international relations/cooperation, To cultivate the ability to take action and multicultural understanding, students are required to participate in practical training in Japan and overseas, and it is recommended that they study abroad. As the culmination of their studies, students create and submit graduation research, then present it orally for review. (DPB, DPC, DPD)
4. In the Global Studies for Intercultural Cooperation Interdisciplinary Program, in which students from

other divisions of the Faculty of Letters and Education and students from other faculties can take courses, students engage in interdisciplinary learning and acquire global leadership skills. (DPA, DPD)

Faculty of Science

1. Curriculum Formulation and Implementation Policy

(1) Science is a field of learning in which people research the laws and principles of nature. Students gain a deep knowledge of the theories and knowledge that constitute the accumulation of the intelligence of humankind, and acquire the flexible thinking and problem-solving skills needed to take on the challenge of new mysteries. In addition, students develop the ability to make contributions to nature and in the various contexts of handling the human activities that play out in nature. (DPA, DPB, DPC, DPD)
(2) By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences and a high level of foreign language proficiency. (DPA, DPD)
(3) In specialized education programs related to mathematics, physics, chemistry, biology, and information science, students develop a scientific attitude and learn the knowledge and skills needed to research various problems related to nature and humans, through lectures, seminars, practical training, and experiments. (DPB, DPC)
(4) Under the Multiple Program Elective Course System, the first program (required) in which students learn is the main program established by the department to which they belong. The second program (required elective) is the enhancement program in which students dedicate themselves deeply to an area of specialization, the secondary program in which students learn in areas outside their own area of specialization, or the integrated, interdisciplinary-type interdisciplinary program, as selected by the student. Through this, students acquire the ability to take action and capability as leaders, bolstered by a high level of expertise. (DPB, DPC)
(5) In order to gain the ability to utilize a high level of expertise in the natural sciences, students are required to conduct graduation research. Under the direction of a member of the teaching staff, students gather and analyze data related to their research theme, formulate a conclusion, deepen their knowledge through discussions with many people, and complete graduation research. (DPB, DPC)
(6) Depending on their department, students can take courses required to acquire a Class 1 junior high school teaching license, Class 1 high school teaching license, and curator certification. (DPC)

2. Course Contents and Method

Students take courses (core courses, specialized education courses, courses shared throughout the faculty, courses shared throughout the university, and courses related to teaching) and earn credits specified by each department. They study in accordance with the educational objectives specified by each specialized education program. Color code numbering that indicates the sequentiality and systematicity of a curriculum serves as a guideline for the order of study.

Department of Mathematics

1. Students gain the ability to engage in abstraction, generalization, rigor, and other aspects of mathematical logical thought by learning analysis, geometry, and algebra in a balanced manner as their basic education in mathematics and by gaining practical learning of the knowledge received in lectures through exercises, mutual presentation of findings, and mathematics seminars. Students also take courses in various mathematical topics designed to help students gain an applied education. (DPA, DPB, DPC)
2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency. (DPA, DPD)
3. In the Mathematics Main Program, students mainly take required courses that become a foundation for mathematics, and also take courses that are in line with the required courses. In the Enhancement Program, students cultivate advanced and highly specialized knowledge and abilities specific to a certain field and come into contact with new problems of contemporary mathematics to develop the ability to identify problems and place them in a framework. On that foundation, students take “Seminar on

Mathematics" (required), which serves as the culmination of their four years of studying mathematics. (DPB, DPC)
4. Students can take courses related to acquiring junior high school teacher Class-1 certification (mathematics), high school teacher Class-1 certification (mathematics), and curator certification. (DPC)

Department of Physics

1. Students gain the ability to engage in intuitive and logical study of physical phenomena from both theoretical and experimental standpoints, while maintaining consistency in education and research in a wide range of fields, from the fundamentals of physics to application. Through a study of physics, students gain the ability to take a reductive and multidimensional approach to the problems encountered in a variety of contexts, and increase their ability to solve those problems. (DPA, DPB, DPC)
2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency. (DPA)
3. In the Physics Main Program, students focus their studies on the required courses that become a foundation for physics, engage in seminars to develop problem-solving abilities, and conduct experiments to refine their ability to discover and verify physical phenomena independently. In the Enhancement Program, students select and take highly specialized courses, learn advanced knowledge in a more specific area of specialization in physics, and develop the ability to take on front-line research themes. Students each establish their target issues and conduct special research with the goal of solving the problems using consistently systematic physics thought processes. (DPB, DPC)
4. Students can take courses required to acquire a Class 1 junior high school teaching license (science), Class 1 high school teaching license (science), and curator certification. (DPC)

Department of Chemistry

1. Chemistry develops in close cooperation with all fields of the natural sciences, with atoms and molecules as the intermediaries. The field stretches from areas in which an understanding of physics and mathematics is crucial, to areas in which a knowledge of biology and other areas of the natural sciences, as well as engineering, medical science, pharmacology, and other applied fields, is required. In the Department of Chemistry, students gain the ability to solve the various problems not only in the natural sciences, but also in the applied science area, as well as the social issues faced by humankind, by helping students learn, through experience, logical thinking skills, fundamental knowledge of the natural sciences, and the ability to conduct research, thereby gaining the ability to think in a flexible manner and excellent problem-solving skills. (DPA, DPB, DPC)
2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency. (DPA)
3. In the Chemistry Main Program, students learn the fundamentals of the specialized fields of physical chemistry, inorganic chemistry, organic chemistry, analytical chemistry, and biochemistry—the five main areas of chemistry—sequentially and gain an understanding of chemical systems through lectures. Students also learn about experimentation in each field to learn the experimenting techniques needed for research in chemistry. In the Enhancement Program, students learn about specialized developmental matters through lectures, seminars, and experiments, while standing on the foundation of each area. Through this, students deepen their understanding of the structure, properties, and reaction of matter, and develop the ability to identify and solve problems from a chemical standpoint. (DPB, DPC)
4. Students can take courses related to acquiring junior high school teacher Class-1 certification (science), high school teacher Class-1 certification (science), and curator certification. (DPC)

Department of Biology

1. Biology is a field of learning that examines the complex and diverse life phenomena of natural life. It is the foundation of peripheral academic fields such as medical science, pharmacology, agriculture, and information science, and impacts issues related to the global environment, bioethics, and other societal issues. In the Department of Biology, students gain the ability to scientifically analyze varied and diverse life phenomena, and develop flexible logical thinking skills based on a broad range of knowledge. (DPA, DPB, DPC, DPD)

2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency. (DPA, DPD)
3. In the Biology Main Program, students acquire a fundamental knowledge of biology through required courses to gain an understanding of the basic concepts of biology, and required practical training to learn basic laboratory methods. Based on this foundation, students then take elective-required practical training and elective courses to learn fundamental skills necessary in biology. Following that, students learn advanced knowledge in a more specific area of specialization in biology in the Biology Enhancement Program, or in an Interdisciplinary Program or a secondary program in a different department. As the culmination of their studies in the Biology Main Program, students conduct special research and take the Seminar in Biology with the goal of identifying a biological issue and solving it. (DPB, DPC)
4. Students can take courses required to acquire a Class 1 junior high school teaching license (science), Class 1 high school teaching license (science), and curator certification. (DPC)

Department of Information Sciences

1. Information science is a mathematical science that targets "information," while at the same time being a field of learning that applies that knowledge from an engineering perspective via a computer, and contributes to a broad range of society. In the Department of Information Sciences, students gain the ability to think about universal laws related to humans, society, and the world, such as the questions "What is calculation?" and "What is recognition?" and the ability to adapt flexibly to the various aspects of an ever-changing contemporary society and solve related problems. (DPA, DPB, DPC)
2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency. (DPA, DPD)
3. In the Information Sciences Main Program, students take basic information sciences courses such as Introduction to Computer Systems and Data Structures and Algorithms; basic mathematics courses such as Linear Algebra and Advanced Calculus; practical training courses such as Exercises in Programming; and information science and technology courses such as Computer Architecture, and conduct special research. In the Enhancement Program, students learn advanced knowledge in a more specific area of specialization in information science, and deepen their understanding of information science overall. (DPB, DPC, DPD)
4. Students can take courses related to junior high school teacher Class-1 certification (mathematics), high school teacher Class-1 certification (mathematics), high school teacher Class-1 certification (information science), and curator certification. (DPC)

Interdisciplinary Programs

(1) Interdisciplinary Program in Applied Mathematics
The program consists of three sets of courses: mathematics, physics, and information science. Mathematics courses are those on the mathematics subjects that are most frequently applied. Physics courses are those on subjects that are important as a foundation for physics. Information science courses are those on subjects that are easy to approach as an application of mathematics. (DPA, DPB, DPC)

(2) Interdisciplinary Program in Physics and Chemistry
Students take introductory courses in physics and chemistry (General Chemistry, General Physics) and basic courses in experimentation, and learn in basic and specialized lecture course. (DPA, DPB, DPC)

(3) Interdisciplinary Program in Chemical Biology
This program consists of foundational courses in chemical biology needed by students who study in the Chemistry Main Program or the Biology Main Program, as well as courses to continue learning on that foundation and courses to expand the perspective of students to peripheral academic fields. (DPA, DPB, DPC)

(4) Interdisciplinary Program in Bioinformatics
Students who study in a main program in the Faculty of Science take two required courses and six required elective units to learn fundamental knowledge and technologies in bioinformatics. (DPB)
On that foundation, students take courses in an area in which they can best utilize their abilities, with a combination of the main program in which they have been studying and the fundamentals of bioinformatics. (DPC)

Faculty of Human Life and Environmental Sciences

1. Students learn techniques for understanding humans, life, and the environment, in an analytical and comprehensive manner and acquire a solid education and rich conceptual abilities backed up by specialized learning. (DPB)
2. By taking core courses (general education courses), students acquire a comprehensive education that crosses the boundary between the arts and sciences, as well as foreign language proficiency and information processing capabilities. (DPA, DPD)
3. Special programs in nutrition and food, and specialized education programs in human environmental studies, human life studies, and consumer science have been established. Through small-group experiments, practical training, lectures, seminars, and a variety of other forms of classwork, students acquire a high level of expertise that contributes to the good of the community and the ability to make judgments, and learn knowledge and skills that can be applied in the actual setting. (DPB, DPC)
4. Under the Multiple Program Elective Course System, the first program (required) in which students learn is the main program established by the department (Division of Human Life Studies, Division of Psychology) to which they belong. The second program (required elective) is the enhancement program in which students dedicate themselves deeply to an area of specialization, the secondary program in which students learn in areas outside their own area of specialization, or the integrated, interdisciplinary-type interdisciplinary program, as selected by the student. Through this, students acquire the ability to take action and capability as leaders, bolstered by a high level of expertise. (DPB, DPC)
5. In order to gain the ability to utilize a high level of expertise from the perspective of the consumer, students are required to create a graduation thesis. Under the direction of a member of the teaching staff, students conduct experiments and practical training and gather materials related to their research theme, analyze the obtained data and materials, and complete a graduation thesis. (DPB, DPC)
6. Depending on the department, students can take courses required to acquire a Class 1 junior high school teaching license (home economics), Class 1 high school teaching license (home economics), social researcher certification, curator certification, and dietitian certification, and take the exam to become a national registered dietitian. (DPC)

Department of Nutrition and Food Science

1. Students develop a scientific perspective on food and nutrition, and the ability to put their knowledge into action toward the achievement of a rich and diverse dietary life and a healthy society. (DPC)
2. Students take a broad range of core courses (general education courses), as well as basic courses in the natural sciences, etc., thereby acquiring a broad education. (DPA)
3. The Division of Nutrition and Food Science provides special programs in which students can earn units needed to obtain a dietitian license and eligibility for national exams to become a national registered dietitian, as leaders who have a scientific perspective and the ability to take action related to food and nutrition. The policy is as follows.
   Students develop logical thinking abilities through specialized curriculum, laboratory work, and practical training in a variety of academic fields, such as food chemistry, food preservation, cookery science, nutritional chemistry, clinical nutrition, applied nutritional chemistry, nutrition education, nutrition and food service management, and public health nutrition. Further, in addition to practical field training in nutrition required to acquire eligibility for national exams to become a national registered dietitian, students conduct research on a specific theme they set for themselves and complete a graduation thesis (required) as part of specialized education in scientific research related to food and nutrition. (DPB)
4. Students are granted a dietitian license and eligibility for national exams to become a national registered dietitian, and can also acquire a Class 1 nutrition teaching license. Students can also optionally acquire certification as food sanitation inspectors and food sanitation supervisors.

Department of Human-Environmental Science

1. Students position the comfort, convenience, safety, and peace of mind enjoyed by humans as an important element to ordinary people, and foster the ability to propose and implement concrete societal measures for the various problems caused by an imbalance between humans and the environment, in

order to make it possible for humans to live while maintaining a balance with the environment. (DPB, DPC)
2. In addition to taking core courses (general education courses), students take courses focused on basic natural sciences education in order to develop scientific thinking abilities, such as a quantitative and objective approach, which is crucial to solving problems between humans and the environment. (DPA, DBD)
3. Students take courses focused on mathematics, physics, chemistry, biology, information science, and other basic science and engineering courses. On this foundation, students take courses that develop into application, in accordance with their interests. In the Human-Environmental Science Main Program, students expand their basic academic abilities in science and engineering, and also obtain a broad range of related basic knowledge. In the Enhancement Program, students cultivate design and evaluation abilities through engineering training and develop the ability to create innovation as the sum of multifaceted knowledge. In the year of graduation, students conduct research for their graduation thesis under the guidance of an advisor, and develop the ability to solve concrete problems of application related to the quality of life. (DPB, DPC)
4. Students can take courses related to acquiring eligibility for the Class-1 architect examination. (DPB, DPC)

Department of Human Life Studies

1. Students develop the ability to utilize a multifaceted and compound approach to individual development, psychological health, the relationship between humans and society, and life and culture, to comprehensively understand and study humans and life from the perspective of ordinary people. (DPA, DPB, DPC)
2. Students take a broad range of core courses (general education courses) and foreign language courses, and gain the perspective and basic education that allow them to utilize a multifaceted and compound approach to human life from the perspective of ordinary people. With “Human Life Theory,” in which students learn the perspective of ordinary people, as a required course, students take introductory courses in social sciences and family studies, and cultural and historical studies, then take courses in the specialized education program. (DPA, DPB)
3. The organization of specialized education programs established by the Division of Human Life Studies, and the related policies, are as follows.
   (1) In the Social Sciences and Family Studies Program, students gain the ability to utilize advanced knowledge and research methodology in the social sciences, while learning a broad range of social scientific knowledge, family theory, gender theory, social policy, consumer economics, lifestyle, and other contemporary topics in the four areas of law, political science, economics, and sociology, through lectures, exercises, and investigation methods. As the culmination of their studies, students create and submit a graduation thesis, then present it orally for review. (DPB, DPC)
   (2) In the Cultural and Historical Studies Program, students engage in lectures, exercises, and practical training in comparative culture theory, ethnology, historiography, childcare, etc., to conduct multifaceted research on the culture and history that gave birth to clothing, housing, crafts, design, and other arts and crafts. As the culmination of their studies, students create and submit a graduation thesis, then present it for review, etc. (DPB, DPC)
   (3) In the Social Sciences and Family Studies Secondary Program, students acquire fundamental abilities in social sciences and develop them so that they can analyze issues related to social and economic problems and devise solutions. (DPB, DPC)
   (4) In the Cultural and Historical Studies Secondary Program, students learn the basics of cultural and historical studies, focusing on arts and crafts and childcare to develop a sense of creative life. (DPB, DPC)
4. Students can acquire a Class 1 junior high school teaching license (home economics), Class 1 high school teaching license (home economics), social researcher certification, and curator certification. They can also take courses to prepare for the consumer affairs advisor examination. (DPC)

Department of Psychology

1. Students acquire perspectives and skills in clinical and applied practice, and in empirical exploration that is sensitive to sociological issues, based on scientific evidence and logical analysis skills. (DPA, DPB, DPC)
2. By taking core courses (general education courses), students acquire a comprehensive education that covers the humanities and sciences, as well as foreign language proficiency and information processing skills. (DPA, DPD)
3. In the Department of Psychology, students acquire extensive knowledge in psychology as a whole as well as in each specialized field by taking introductory courses in psychology, foundational lecture courses, foundational seminar courses, applied practice courses, and applied interdisciplinary courses. (DPB, DPC)
4. By enrolling in the Psychology Main Program, and Psychology Enhancement Program, students acquire the methodologies to pose their own questions, explore these scientifically, and verify them in order to solve problems in various life-related fields, and learn basic skills and approaches in practical clinical psychology. (DPB, DPC, DPD)
5. Students complete a graduation thesis based on research performed according to empirical psychology methods in order to acquire skills in psychology research and comprehensive exploration. (DPB, DPC)
6. Students are able to take courses related to the test for acquiring certification as a Certified Psychologist. (DPC)

Interdisciplinary Program in Consumer Science

Introduction to Consumer Science, National Economy and Human Life, and Consumer Law, which serve as a foundation for consumer science, are required courses. Students conduct interdisciplinary analyses of the various problems of consumer life and think about practical measures through elective courses in a variety of areas related to consumers. (DPA, DPB, DPC, DPD)

Faculty of Transdisciplinary Engineering
Department of Human-Centered Engineering
Department of Humanities Data Engineering