

# For entrants in FY 2018

As of February 28, 2018

Appended Form 1

## Specifications for Major Program

Name of School (Program) [School of Engineering Cluster 3(Applied Chemistry, Biotechnology and Chemical Engineering) ]

Program name (Japanese)	応用化学プログラム
(English)	Program of Applied Chemistry
1. Academic degree to be acquired	
2.Outline	
<p>realize, by exploiting the power of chemical reactions, new substances with excellent properties and functions, that are desired to be created based on the dreams (ideas) of humankind and social needs.</p> <p>In the Program of Applied Chemistry, the primary learning &amp; educational goal is to surely acquire the basic sciences, involving chemistry, mathematics, physics, and biology, as well as to develop problem-solving abilities for creating new substances. The above mentioned problem-solving abilities include:</p> <ol style="list-style-type: none"><li>1) Ability to carry out molecular design (design of molecular structures) of new target substances, using full knowledge of chemical reactions, taking into account their influences on society and nature,</li><li>2) Ability to actually synthesize new target substances utilizing a knowledge of chemical reactions and experimental methods,</li><li>3) Ability to look into the structure of the acquired substances and to analyze their molecular structures, and</li><li>4) Ability to accurately assess the physical and chemical properties and influence on the environment of the acquired substances.</li></ol> <p>The learning &amp; educational goals of this Program also include developing the ability to understand the social responsibilities of engineers, English ability, reading comprehension, the ability to write good texts, the ability to give a presentation, communication skills such as negotiating skills, the ability to consider things multilaterally from a global perspective, the ability to pursue self-development, and creative powers beyond the above knowledge frameworks so that the graduates of this Program can play an full active role in the real world. With many graduates going on to the Pre-</p> <p>Program to graduate school education is fully taken into account.</p> <p>Graduates from this Program are employed mainly by chemicals manufacturers, in such fields as chemistry, fibers, and pharmaceuticals, as well as industrial fields related to electricity, machines, metal, and the environment, and are playing an active role inside and outside of Japan, utilizing the abilities they acquired in this Program.</p>	
3.Diploma policies (degree conferment policy & program attainment goals)	

The Program of Applied Chemistry shall develop human resources who have acquired basic

Students will cultivate the ability to make logical descriptions, give presentations, and hold discussions in Japanese, as well as the ability to collect and convey information from an international perspective. They will simultaneously acquire the international outlook required to handle problems from a global perspective.

#### 4. Curriculum policies (policies for organizing & providing curricula)

To achieve the goals of this Program, after acquiring basic academic abilities and knowledge in Liberal Arts Education Subjects, students are required to study specialized fields in engineering and chemistry. This Program offers a curriculum in which students will take Liberal Arts Education Subjects up to the first semester of the second year, and after being assigned to this Program at the second semester of the second year,

- The qualities required for understanding the effect of science and technology on society, and for taking responsibility for making a contribution to society as researchers or technicians (achievement target (Ki)). Students acquire these qualities while taking liberal arts education subjects such as "Introductory Seminar for First-Year Students" and area courses that are provided in the 1st year, "Basic Experiments in Chemistry" provided as a specialized basic subject in the 3rd and 4th terms of the 2nd year, "Engineering and Ethics" provided as a specialized subject in the 4th year, and preparation of the "Graduation Thesis"

- Knowledge of areas such as economics, and the safety and reliability of technology, as well as the ability to utilize this knowledge in making judgments from a global point of view (achievement target (Ki)). Students acquire these qualities while taking liberal arts education subjects such as "Introductory Seminar for First-Year Students" and area courses that are provided in the 1st year, "Basic Experiments in Chemistry" provided as a specialized basic subject in the 3rd and 4th terms of the 2nd year, "Engineering and Ethics" provided as a specialized subject in the 4th year, and preparation of the "Graduation Thesis."

- A creative way of thinking that makes it possible to use the acquired knowledge and skills to solve various problems related to applied chemistry (achievement target (Ku)). Students acquire this ability while taking liberal arts education subjects such as "Introductory Seminar for First-Year Students" and area courses that are provided in the 1st and 2nd year, specialized subjects provided in the 3rd year such as "Chemical Experiments I" and "Chemical Experiments II", and preparation of the "Graduation Thesis" in the 4th year.

- The ethics required for exercising problem-solving abilities as researchers or technicians, as well as a capability for designing research and development (achievement target (Ku)). Students acquire these qualities while taking area courses provided as liberal arts education subjects in the 1st year, "Engineering and Ethics" provided in the 4th year, and preparation of the "Graduation Thesis."

- The ability to engage in autonomous and continuous study (achievement target (Ke)). Students acquire the ability while taking liberal arts education subjects in the 1st and 2nd years such as "Introduction to University Education", "Introductory Seminar for First-Year Students", peace science courses, area courses, "Experimental Methods and Laboratory Work in Physics" provided as a foundation course, "Basic Experiments in Chemistry" provided as a specialized basic subject in the 2nd semester of 2nd year, "Chemical Experiments I"; "Chemical Experiments II"; "Exercises in Organic Chemistry"; and "Exercises in Physical Chemistry"; which are all provided as specialized subjects in the 3rd year, and preparation of the "Graduation Thesis" in the 4th year.

- The attitude necessary for being actively and autonomously engaged, as independent researchers or technicians, in problem-solving processes related to information gathering, the improvement of technology, the improvement of research methods, and the analysis and understanding of research results, in order to be able to identify versatile approaches (achievement target (Ke)). Students acquire this attitude while taking liberal arts education subjects in the 1st and 2nd years such as "Introductory Seminar for First-Year Students", peace science courses, area courses, "Experimental Methods and Laboratory Work in Physics" provided as a foundation course; "Basic Experiments in Chemistry" provided as a specialized basic subject in the 3rd and 4th terms of 2nd year; specialized subjects such as "Chemical Experiments I" and "Chemical Experiments II" provided in the 3rd year; and preparation of the "Graduation Thesis" in the 4th year.

- The ability to produce logical descriptions, presentations, and discussion in the Japanese language

(achievement target (Ko)). Students acquire this ability while taking liberal arts education subjects such as "Introductory Seminar for First-Year Students", peace science courses, area courses provided in the 1st year, "Basic Experiments in Chemistry" provided as a specialized basic subject in the 3rd and 4th terms of 2nd year, specialized subjects such as "Chemical Experiments I" and "Chemical Experiments II" provided in the 3rd year, and preparation of the "Graduation Thesis" in the 4th year.

- The ability for collect and transmit information from an international perspective (achievement target (Ko)). Students acquire this ability while taking foreign language subjects provided as liberal arts education subjects such as "Communication IA" and "Basic Foreign Language", "Technical English" provided as a specialized basic subject in the 3rd and 4th terms of 2nd year, and preparation of the "Graduation Thesis" in the 4th year.

- The international awareness required for solving problems from a global point of view (achievement target (Ko)). Students acquire this awareness while taking liberal arts education subjects such as "Introductory Seminar for First-Year Students", peace science courses, area courses, and preparation of the "Graduation Thesis" in the 4th year.

## 5.Start of the program / Admission conditions

### Second semester of the second year

Cluster 3 provides a distinctive education into which fields related to Chemistry, Biotechnology and Process Engineering are organically integrated. Specifically, the educational purpose of Cluster 3 is to develop human resources who have acquired a broad integrated basic knowledge in the development of new functional substances and materials, biotechnology of animals, plants, and microorganisms, design and control of chemical processes, environmental conservation and purification, and the development of resources and energy, as well as advanced expertise and technologies. To achieve this, three programs in Applied Chemistry, Biotechnology, and Chemical Engineering are offered in addition to the common-subject basic specialized education to offer Specialized Education related to Chemistry, Biotechnology and Process Engineering, respectively. In Cluster 3, in registering these three programs at the second semester of the second year, students are allowed to choose specialized fields or programs that suit them, in addition to acquiring extensive specialized basic knowledge.

To be assigned to each program, students must obtain more than 16 credits out of a total of 18 credits from required subjects in the Specialized Basic Subjects (excluding Basic Experiments in Chemistry and Technical English), and a total of at least 60 credits (including Liberal Arts Education Subjects).

The Program has an upper limit on the number of students to be accepted. Assignment to the Programs in Applied Chemistry, Biotechnology, and Chemical Engineering shall be decided after

## 6.Qualification(s)

- A Type-1 High School Teaching License (industry) (Students can obtain the Type-1 High School Teaching License after completing the following subjects )
- Safety Supervisors (The graduates of the School of Engineering with at least three-year practical

experience of industrial safety)

- Boiler Handling Supervisors (Graduates of Faculty of Engineering who successfully studied subjects related to boilers at the university, and who have received at least one year or two years of on-the-job training for handling boilers after graduation can take the license examination for class-1 boiler experts, or license examination for special class boiler experts, respectively.)
- Hazardous Materials Engineers (Graduates of this Program who have at least s experience after graduation can take the class A hazardous materials engineer's qualification examination.)
- Poisonous Substances Handling Supervisors (All graduates of this Program qualify.)

#### 7. Class subjects and class content

- \* See the Table of Registration Standards on Attached Sheet 1 for class subjects.
- \* See the syllabus announced in each fiscal year for class contents.

#### 8. Academic achievements

At the end of each semester, evaluation criteria will be shown with a clear indication of attainment levels according to the evaluation items for academic achievements.

criteria calculated by adding the weighted values to numerically converted evaluations of their academic achievements (S = 4, A = 3, B = 2, and C = 1) in each subject being evaluated.

Evaluation of academic achievement	Converted values
S (Excellent: 90 points or higher)	4
A (Superior: 80 89 points)	3
B (Good: 70 79 points)	2
C (Fair: 60 69 points)	1

Academic achievement	Evaluation criteria
Excellent	3.00 4.00
Very Good	2.00 2.99
Good	1.00 1.99

- \* See the relationships between evaluation items and evaluation criteria on Attached Sheet 2.
- \* See the relationships between evaluation items and class subjects on Attached Sheet 3.
- \* See the Curriculum Map on Attached Sheet 4.

#### 9. Graduation thesis (graduation research) (position and method & time of assignment, etc.)

The Graduation Thesis is positioned as one of the major subjects in the attainment goals of this educational program listed below.

(Ka) To acquire reliable basic knowledge,

(Ki) To acquire the maturity to fulfill their social responsibilities as an engineer,

(Ku) To acquire creative power and design ability,

(Ke) To become independent as a researcher & engineer through continuous self-development, and

(Ko) To acquire communication skills and an international outlook.

Details of the goals are as follows:

(1) Collect and analyze literature and materials (including those in English) related to the given research theme, and understand the purpose and significance of the research. (Ka), (Ki), and (Ko)

(2) Set concrete goals, and design a research plan. (Ka) and (Ku)

(4) Give a presentation on the graduation thesis.

(5) Read an English book in turn with other students and exchange opinions, and introduce the abstract of related articles in the form of seminar.

#### 10. Responsibility system

##### The Program of Applied Chemistry

among Subjects as its subsidiary organization. These entities engage in planning, implementation, assessing/reviewing, and dealing with matters under their respective jurisdictions. For instance, the Program Reviewing Committee establishes a loop of improvement in the PDCA cycle. For smooth progress of the educational programs (Do), the Committee inspects and assesses the degree of attainment of the learning & educational goals and educational systems (such as methods of education and educational environment) (Check), proposes educational improvements (Act), and establishes learning & educational goals that includes the amount of study and education (Plan). The Committee establishes PD and CA Groups under it so that the PDCA cycle can function smoothly through cooperation between these Groups, and assigns a leader and subleader for each Group to make the responsibility system clearer. The Program has a system in which all faculty members in charge contribute to the Committee in corporation with each other, with the Chair of the Educational Program Reviewing Committee as its main member.

#### (2) Program assessment

- Whether there is an educational checking system for the Program based on an assessment of the degree to which it has attained the learning & educational goals, has been disclosed, and whether all activities related to the system have been conducted,
- Whether the educational checking system contains a mechanism to take into account social demands and requests from students, and is able to monitor the functions of the educational checking system itself,
- Whether the faculty members who are involved in the Program have access to records of meetings of the committees that comprise the educational checking system, and
- Whether there is any system to continuously improve the Program based on the results of the educational checks, and whether the related activities are being carried out.

The Program Reviewing Committee plays a leading role in assessing and improving the Program. As assessment of this Program, external assessment is made by graduates of the Program of Applied Chemistry and questionnaires on classes and the educational environment are answered by students.

Specific organizations for assessment and improvement of the Program and improvement flows are

educational goals, and evaluates the achievement levels for the learning & educational goals. This Committee requests graduates of the Program of Applied Chemistry to conduct external assessments and for students to answer questionnaires on classes and the educational environment, and then checks the

overall education by the Program based on the questionnaires. After checking the validity of the learning & educational goals and the educational environment, the Committee further proposes methods of improving class subjects and class contents when deemed necessary. Cluster 3 is composed of three programs: Applied Chemistry, Chemical Engineering, and Biotechnology. Some subjects offered are shared by the three programs. Requests for checks and improvements to these shared subjects, when deemed necessary, will be proposed to the Cluster 3 Curriculum Reviewing Committee, and will be checked and discussed.

Part-time lecturers and former faculty members conduct external surveys, and using the survey results as a reference, the committee perform basic checks on whether the class subjects and the class contents are appropriate or not, and draft proposals for improvement.

( )

◎  
○  
△

							○																						
							◎																						
							◎																						
							○		○																				
								○		○																			
							△	△																					
									△	△																			
					A		◎	◎																					
					B		◎	◎																					
					A				◎	◎																			
	II				B				◎	◎																			
					A						○		○																
	III				B						○		○																
					C						○		○																
							○	○																					
					( )			○																					
							○	○	○	○																			

: ◎, ○, △

: .

I II III

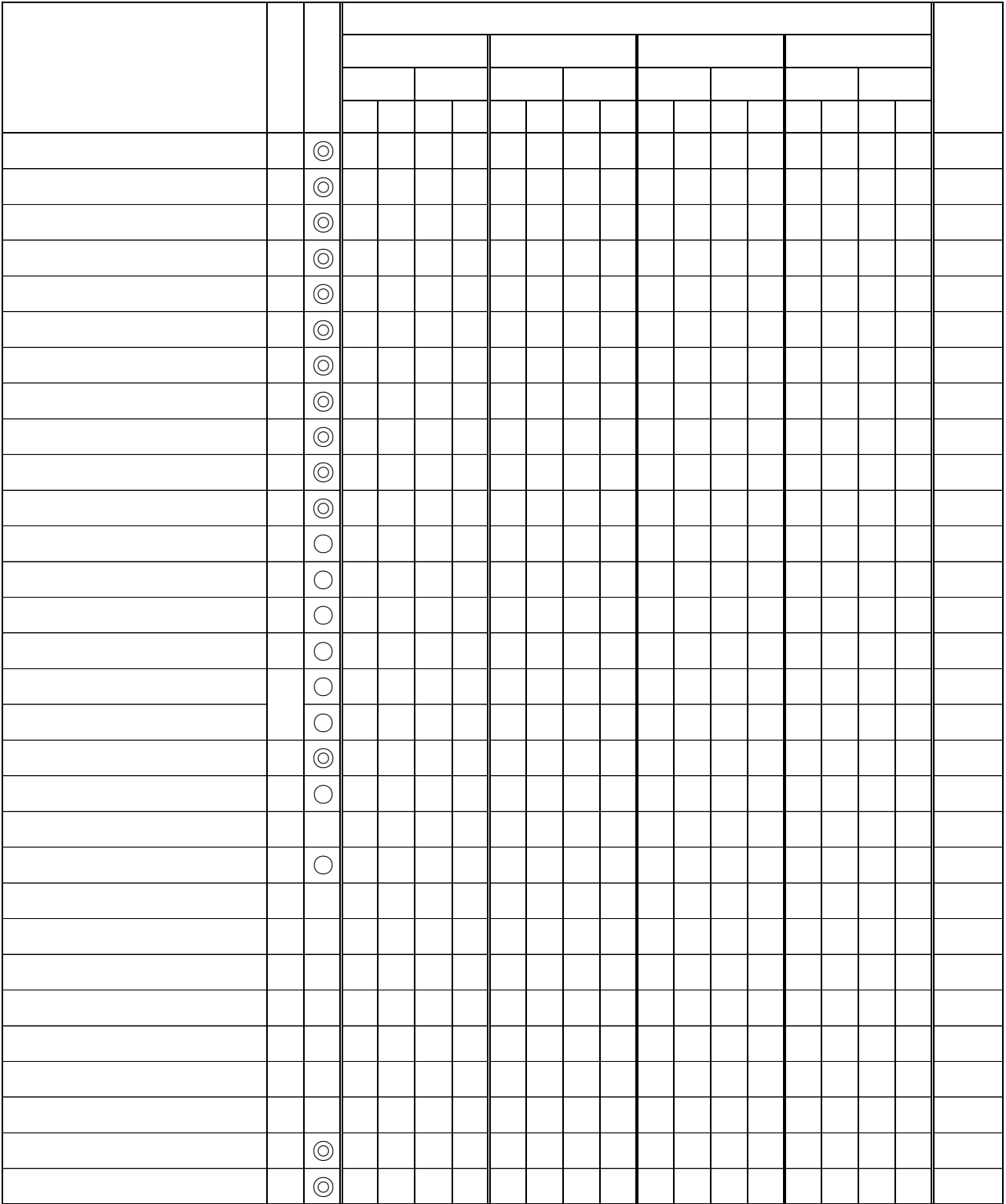
:

:

: 「 I( )」 「 II

:

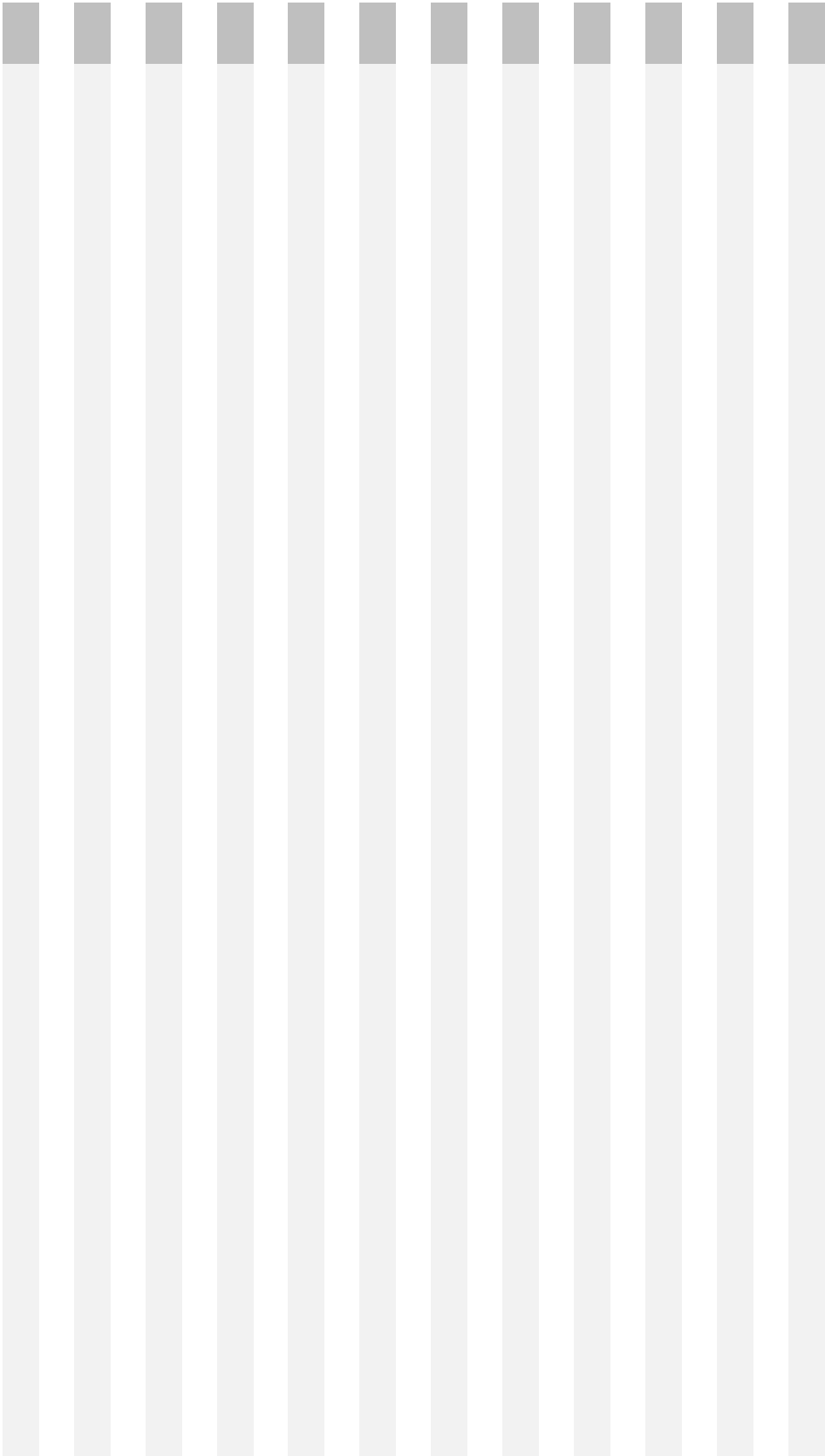
[illegible]




A  
B  
A  
B  
A  
B  
C

·

·



	(⊙)	(⊙)	-1 (⊙)	(⊙)	(⊙)	(⊙)	
	(⊙)	(⊙)	(⊙)	(⊙)	(⊙)	(⊙)	
	(Δ)	(⊙)	(⊙)	(⊙)	(⊙)	(⊙)	
	(Δ)	(○)	(⊙)	(⊙)	(⊙)	(○)	
	(⊙)	-1 (○)	(⊙)	(⊙)	(⊙)	(○)	
	(⊙)	(○)	(⊙)		(○)	(○)	
	(⊙)	(⊙)	(⊙)		(○)		
	(⊙)	(⊙)	(○)		(○)		
		(⊙)	=		(○)		
		(○)	(○)		(○)		
		(○)					
		(○)					
		(⊙)	(⊙)	(⊙)	(⊙)		
		(⊙)	(⊙)	(⊙)	(⊙)		
			(○)	(⊙)	(⊙)		
			=				
			(○)	(⊙)	(⊙)		
	(⊙)	(⊙)	(⊙)	(⊙)	(⊙)		
	(Δ)	(⊙)	(⊙)	(⊙)	(⊙)		
			(⊙)	(⊙)	(⊙)		
			(⊙)	(⊙)	(⊙)		
			(⊙)	(⊙)	(⊙)		
			(○)		(⊙)		
	(⊙)	(Δ)		(⊙)			
	(Δ)					(⊙)	
	(⊙)	(Δ)		(⊙)			
	(Δ)					(⊙)	
	(⊙)	(Δ)					
	(Δ)					(⊙)	
	(⊙)	(Δ)	-1 (⊙)	(⊙)	(⊙)	(⊙)	
	(⊙)					(⊙)	
	(⊙)					(⊙)	
	(Δ)						
	(⊙)	(Δ)	-1 (⊙)	(⊙)	(⊙)	(⊙)	
	(⊙)					(⊙)	
	(⊙)					(⊙)	
	(Δ)						
	(⊙)	(Δ)		(⊙)	(⊙)	(⊙)	
	(⊙)						
	(Δ)						
	A(⊙)	A(⊙)	A(Δ)	(⊙)			
	(⊙)	(⊙)	(Δ)				
	(Δ)		(Δ)				
	(⊙)	(Δ)					
	(⊙)						
	(Δ)						
	( )				(⊙)	(○)	(Δ)