As of April 1, 2019

For entrants in FY 2019

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Integrated Arts and Sciences (Program of Integrated Arts and Sciences)]

Program name (Japanese)	
(English)	Integrated Arts and Sciences

1. Degree: Bachelor of Arts and Sciences

2. Outline

The Department of Integrated Arts and Sciences provides an Integrated Arts and Sciences Program with an interdisciplinary approach, synthesis and creativity as its basic principles. To achieve the diploma policy (graduation and degree conferral policy) (explained later), the Program offers an education with the content described in the Curriculum Policy (curriculum formation and implementation policy) section below. The Program is characterized by its continuous and integrated approach to Liberal Arts Education and Specialized Education.

In their first year, along with Liberal Arts Education Subjects, students are required to take Specialized Education subjects: *Invitation to Integrated Arts and Sciences* and *Introduction to Integrated Arts and Sciences*, to foster a basic attitude of inquiry directed at discovering and solving problems based on ways of thinking backed by integrated arts and sciences.

To allow students to study systematically, three educational fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division) have been established, in each of which four Courses are provided. The educational fields and Courses are not independent from each other, but are interrelated, forming a Comprehensive Academic Network for Science (see the attached figure).

Students will choose one educational field in their second year, and expand their expertise by focusing on Course subjects within their chosen educational field. By simultaneously taking subjects in other fields, they will acquire interdisciplinary and comprehensive knowledge, methodology and perspective.

Students have a great deal of freedom to select subjects in their chosen Course; they can take subjects focusing more on interdisciplinary and comprehensive ones, or on subjects in their specialized area. Apart from the Courses in the educational fields, there are “Interdisciplinary Subjects,” “Specialized Foreign Language Subjects” and “Multidisciplinary Subjects.” In Interdisciplinary Subjects, students will learn what kind of interdisciplinary research themes can be developed from the specialized field they are studying. Specialized Foreign Language Subjects are designed to help students develop specialized foreign language competencies. In the Multidisciplinary Subjects, students will learn, together with students of the Department of Integrated Global Studies, the basic knowledge and methodologies of various disciplines, which form the basis when considering various social problems in a comprehensive manner. After graduation, students will advance to a graduate school or go out into the world as human resources who can play an active role in diverse fields using the comprehensive knowledge and thinking ability that they have acquired in this Program as their selling points. The Program also caters for students who wish to obtain the Type-1 High School Teaching License (in geography/history, civics, mathematics, science or foreign language [English]).

3. Diploma Policy (Graduation and Degree Conferral Policy)

With an interdisciplinary approach, synthesis and creativity as its basic principles, the Integrated Arts and Sciences Program offers specialized education, emphasizing advanced liberal arts education. The Program aims to nurture independent and autonomous individuals who possess comprehensive knowledge and thinking ability.

This Program grants a Bachelor of Arts and Sciences to students who, in addition to acquiring the following abilities, have completed the prescribed number of credits.

1. The ability to play a leading role in addressing various problems facing modern society, through studies in three educational fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division) based on intellectual curiosity for interdisciplinary fields that span several academic disciplines
2. The ability to seek to create a new academic field that goes beyond the frameworks of the three educational fields, on the basis of deep thinking, creative perspective and rich imagination
3. The ability to pursue broad academic interests—without being constrained by their area of specialization—through interdisciplinary studies, and to respond to new situations and environments from a comprehensive perspective
4. The ability to play an active role in the local community and international society by persuasively asserting their own views, while having empathy for and understanding of different cultures and fields from a global perspective

4. Curriculum Policy (Curriculum Formation and Implementation Policy)

To achieve the diploma policy of the Integrated Arts and Sciences Program, the curriculum is organized and implemented in accordance with the following policies.

1. Liberal Arts Education aims to cultivate within students awareness of peace, a broad and deep cultural sensitivity, comprehensive judgment and rich humanity, and to develop academic interest in a wide range of fields and cultivate the ability to approach things in an interdisciplinary and comprehensive manner. To this end, the curriculum is designed to help students develop practical foreign language skills, international perspective and the ability to understand different cultures, information utilization skills, and communication skills.
2. In parallel with Liberal Arts Education subjects, students are required to take a specialized education subject “Invitation to Integrated Arts and Sciences” in the first semester of the first year. This subject is designed to deepen students’ understanding of a comprehensive scientific approach to addressing complex problems facing modern society, through lectures and student discussions on the history and current state of academic disciplines, which have become increasingly fractionalized, expectations and challenges toward integrated arts and sciences, and the history of the School of Integrated Arts and Sciences. In the second semester of the first year, students are required to take another Specialized Education subject “Introduction to Integrated Arts and Sciences.” This subject is designed to help students understand the outline of three educational fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division) and four Courses in each educational field, and deepen their understanding of the practice of integrated arts and sciences through Problem-Based Learning (PBL) and group presentations.

3. In their second year, students are required to select their research area from the three educational fields, and further decide on their core Course from the four Courses offered in their chosen educational field. While deepening their specialized knowledge by pursuing studies in their chosen core Course, students are expected to acquire interdisciplinary and comprehensive knowledge, methodology and perspective by simultaneously taking subjects in other educational fields through utilizing the flexible course registration system. “Multidisciplinary Subjects,” which can be taken by students in both the Department of Integrated Arts and Sciences and the Department of Integrated Global Studies, aim to help students learn basic knowledge and methodologies of various academic fields. Students will acquire well-balanced knowledge by taking subjects offered in the three fields of human sciences, social sciences and natural sciences.
4. In the upper years, in addition to core Course subjects in their chosen educational field, students will take “Interdisciplinary Subjects,” which involve lectures introducing cross-field, interdisciplinary research projects, seminars aiming at establishing new interdisciplinary themes, and experiments & seminars for learning interdisciplinary methods. Interdisciplinary Subjects are designed to improve students’ scientific literacy and deepen their knowledge of research ethics while nurturing their understanding of the feasibility of interdisciplinary research, and to encourage them to take on specific challenges in integrated arts and sciences. In addition, as “Specialized Foreign Language Subjects,” seminar subjects are offered to allow students to further improve their practical foreign language skills from a global perspective, so that they can deliver research presentations and communicate effectively in an international environment, and also to deepen their understanding of methodologies of integrated arts and sciences.
5. In their fourth year, under the guidance of their chief academic advisor and two sub-academic advisors, who are selected from faculty members in their educational field, students will determine a research theme from their own unique perspective and work independently on a special research thesis (graduation thesis) as a culmination of undergraduate studies.
6. Student achievement is evaluated in two aspects: grades of subjects taken and the degree of achievement of the set learning goals of the Integrated Arts and Sciences Program.

5. Start of the program /Admission conditions

This Program will start at the time of admission. In the School of Integrated Arts and Sciences, although the entrance examinations are divided into arts subjects and science subjects, neither class of admission will affect the acquisition of credits or the selection of an educational field after admission. All students are strongly advised to take Liberal Arts Education Subjects in drafting their course registration plan.

6. Qualification(s)

Type-1 High School Teaching License (in geographical history, civics, mathematics, science, or a foreign language (English)

7. Class subjects and class content

* See the Table of Registration Standards on Attached Sheet 1 for your class subjects.

* See the syllabus announced for each fiscal year for class contents.

8. Academic achievements

* See the relationships between the evaluation items and evaluation criteria on Attached Sheet 2.

* See the relationships between the evaluation items and class subjects on Attached Sheet 3.

* See the Curriculum Map on Attached Sheet 4.

9. Graduation thesis (graduation research) (placement and method & time of assignment)

1) Conditions for special research

At the end of the third year, students are required to have completed at least 100 credits (excluding subjects related to the teaching profession, internships, and class subjects related to education to eliminate discrimination (against certain social groups), including the "Invitation to Integrated Arts and Sciences" and "Introduction to Integrated Arts."

2) Timing and method of choosing academic advisors

Academic advisors are composed of chief academic advisors and several sub-academic advisors

Students select their chief academic advisor from faculty members from their educational field in principle (see Attached Sheet 5).

In selecting their chief academic advisor, students will visit the faculty members whom they wish to be their chief academic advisors in the educational field that is given from July through October in the third year, and are then required to prepare a "Report on the Interview Related to the Selection of an Academic Advisor for Special Research," and submit it to their tutor.

Based on the Report on the Interview, students must prepare a "Request for Desired Chief Academic Advisors for Special Research" in consultation with their tutor for the third year, and submit it to the Student Support Group by November 15. The Notification of Decision for Chief Academic Advisor will be posted on the bulletin board by November 26. If you wish to change your chief academic advisor, you must submit "Request to Change the Chief Academic Advisor for Special Research" to the Graduate School of Integrated Arts and Sciences Support Office (in charge of Undergraduate Program) by February 10 in your third year.

3) Start of special research

Students shall start their special research after selecting their academic advisor in principle.

Students can temporarily select an academic advisor on or after August 1 in the third year, and can work on their research sooner, if they wish. To this end, they are required to have obtained at least 80 credits by the end of the second semester in the second year.

10. Responsibility system

(1) PDCA responsibility system ("Plan," "Do," "Check," and "Act")

An Educational Field Committee will be established to implement and assess the bachelor's degree course.

The study leader for the educational field shall be the Chair of the Educational Field Committee who will be assisted by the Deputy Chair.

The Chair and Deputy Chair of the Educational Field Committee shall be responsible for the implementation of the Program.

The Course Registration Sub Committee, which is established under the Educational Field Committee, shall receive consultations on course registration from students, and cooperate with their tutors.

The Course Registration Guidance Meeting by Field, which is established for each educational field, shall give concrete course registration guidance to students and shall adjust their course registration.

The Dean of the School shall have the overall responsibility for assessment/evaluation and improvements.

(2) Program assessment

1) Criteria for assessing the Program

Whether the class subjects are systematically arranged properly to achieve the goal

Whether the class contents are appropriate for systematization

Whether students can be said to have achieved a certain standard in attaining their goals

2) Implementing the assessment

After the end of the final class of each semester, students will assess their classes through a questionnaire

3) Ideas and method of feedback for students

In assessing individual classes, the opinions of faculty members and the assessment results will be discussed within the Educational Field to improve the assessment.

The Program on the whole shall be assessed by the Educational Field Committee, the Office of Graduate School Dean and the Evaluation Committee in cooperation.

Attached Table (Article 5 of the Detailed Regulations for the School of Integrated Arts and Sciences)

The number of class subjects and the number of credits required for graduation are indicated in the table below. Please confirm the details including Note 1 through Note 12 before registering for your courses.

Type	Subject type			Required No. of credits		Class subjects, etc.	No. of credits	Type of course registration	Year in which the subject is taken (Note 1)
Liberal Arts Education Subjects	Peace Science Courses			2	50		2	Elective / Required	‘1st’
	Basic Courses in University	Introduction to University Education		2		Introduction to University Education	2	Required	‘1st’
		Introductory Seminar for First-Year Students		2		Introductory Seminar for First-Year Students	2	Required	‘1st’
	Common subjects	Area Courses	Courses in Arts and Humanities/Social Sciences	4		(Note 3)	1 or 2	Elective /Required	‘1st’
			Courses in Natural Sciences	4					
			Courses in Arts and Humanities/Social Sciences and Courses in Natural Sciences	20					
		Foreign Languages	English (Note 2) Basic English Usage	(0)		Communication Basics I	1	Free elective	‘1st’
						Communication Basics II	1		‘1st’
						Up to two credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences).			
			English (Note 2) Communication I	4		Communication I A	1	Elective /Required	‘1st’
						Communication I B	1		
			English (Note 2) Communication II			Communication II A	1		‘1st’
						Communication II B	1		
						At least 2 subjects from the four subjects above			
			Non-English Foreign Languages Foreign Languages: Basic Studies (Select one language from German, French, Spanish, Russian, Chinese, South Korean, and Arabic)	4		Basic Foreign Language Subjects I	1	Elective /Required	‘1st’
						Basic Foreign Language Subjects II	1		
						Basic Foreign Language Subjects III	1		
						Basic Foreign Language Subjects IV	1		
			Foreign Languages: Intensive Studies	(0)		The credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences).	1	Free elective	‘1st’
			Overseas Language Seminar	(0)		The credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences).	1 4	Free elective	‘1st’
		Information Courses		(0)		Up to two credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences). (Note 4)	2	Free elective	‘1st’
		Health and Sports Courses		2			1 or 2	Elective /Required	‘1st’
		Social Cooperation Courses		(0)		Up to two credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences).	1 or 2 or 4	Free elective	‘1st’
	Foundation Courses			6		If you obtain more than six credits from the Interdisciplinary Subjects, the extra credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences). (Note 3) (Note 5)	1 or 2	Elective /Required	‘1st’
				2	78	Invitation to Integrated Arts and Sciences	2	Required	‘1st’

Specialized Education Subjects(Note 6)	2		Introduction to Integrated Arts	2	Required	‘1st’
	4		Interdisciplinary subjects (Note 7)	1 or 2	Elective /Required	“1st”
			Specialized Foreign Language Subjects (Note 7)	2		“2nd”
	48		Educational Field Subjects (Note 8) (Note 9)	1 or 2	Elective /Required	“2nd”
	6		At least 6 credits from Multidisciplinary Subjects (Note 10)	1	Elective /Required	“2nd”
	10		Free elective subjects (Note 9) (Note 11)	1	Free elective	“1st”
	6		Special Research	6	Required	‘4th’
No. of credits required for graduation	128					

Note 1: Figures in single quotes (‘ ’) indicate the standard year for starting the related subjects. Students who fail to obtain a credit(s) in said academic year can take the subject again after that semester. Figures in double quotes (“ ”) indicate the year to start the related subjects, and you can take classes offered in and after that academic year.

Note 2: You can substitute the credits you have obtained in “Field Research in the English-speaking World” based on short-term language study abroad or other relevant program, or by taking “Online English Seminar & & ” or “Advanced English for Communication” based on self-learning for English credits (4 credits) necessary for graduation. Also, there is a Credit Transfer System based on foreign language proficiency tests and language training. For details, see items related to English in Liberal Arts Education appearing in the Handbook for Students, “Handling of Credit Accreditation Based on Foreign Language Proficiency Tests, etc.” and “Agreements Related to Credit Accreditation for Language Training at Overseas Training Institutions.”

Note 3: It is desirable to take the Realm-based Subjects and Basic Subjects each with a good balance, even after subjects from the Specialized Education Field begin to be offered from the second year. Subjects from each field should be well-balanced in the Realm-based Subjects, and Basic Subjects should be taken in a good balance regardless of humanities subjects and science subjects

Note 4: Take the “Elements of Information Literacy.” You can take “Exercise in Information Literacy” only if you fail to obtain a credit in " Elements of Information Literacy."

Note 5: (1) “Elements of Calculus” can be taken only by students who did not study a subject equivalent to Mathematics III in high school.
(2) “Basic Concepts of Chemistry” can be taken only by students who did not study a subject equivalent to Chemistry (Chemistry Basics not included) in high school.

Note 6: Credits obtained in “Subjects Related to Teaching Profession,” “Internship” and “Subjects Taken as Part of Minor Program” cannot be included in the number of credits required for graduation.

Note 7: If you obtain more than four credits from Interdisciplinary Subjects and Specialized Foreign Language Subjects combined, the extra credits can be counted toward free elective subjects.

Note 8: (1) To take Educational Field Subjects, you must choose and register one field that you wish to study intensively from three Educational Fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division).
(2) Choose one Course that you wish to study intensively from the registered Educational Field, and set the group as your main Course.
(3) To obtain the 48 credits in Educational Field Subjects, you should take classes from those offered in all Courses in the Educational Field (hereinafter “All Class Subject Groups”). In that case, you must obtain 12 credits in total in all Courses other than the main Course.
(4) The number of credits obtained in Educational Field Subjects can be added to the credits obtained in Free Elective Subjects following the steps below in the final results for course registration in the final year.
The number of credits in each Course beyond the number of credits in each main Course
The number of credits in all the Educational Field Subjects obtained beyond the 48 credits

Note 9: At least six credits in classes offered in a field other than the registered Educational Field (limited to those offered to Courses) must be included in those for Educational Field Subjects or in the Free Elective Subjects.

Note 10: Classes of Multidisciplinary Subjects are taught in English or Japanese. Credits from the same subject taken both in English and Japanese will only be counted once toward graduation. Students must complete a total of six credits, two each from the three fields of human science, social science and natural science. Any credits earned exceeding the minimum required credits for graduation (i.e. six credits) can be counted toward free elective subjects.

Note 11: Class subjects offered by other schools, etc. may be included.

Attached Sheet 2

Academic achievements of Integrated Arts and Sciences Program

Relationships between the evaluation items and evaluation criteria

Academic achievements			Evaluation criteria		
Evaluation items			Excellent	Very Good	Good
Knowledge and Understanding	(1)	Knowledge and understanding of the importance and characteristics of each discipline and basic theoretical framework.	Being able to systematically fully understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines and explain them.	Being able to understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines and explain them.	Being able to partially understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines.
	(2)	Knowledge and understanding of "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas.	Fully being able to understand, appropriately send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas.	Fully being able to understand, send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas.	Being able to understand, generally send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas.
	(3)	The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic diciplines.	Being able to fully understand, recognize, and appropriately explain the mutual relations and their importance among individual academic disciplines.	Being able to fully understand, recognize, and explain the mutual relations and their importance among individual academic disciplines.	Being able to fully understand, recognize, and partially explain the mutual relations and their importance among individual academic disciplines.
Abilities and Skills	(1)	The ability and skills to collect and analyze necessary literature or data among various sources of information on individual academic disciplines.	Being able to fully collect and precisely analyze necessary literature or data among various kinds of information on individual academic disciplines.	Being able to fully collect and analyze necessary literature or data among various kinds of information on individual academic disciplines.	Being able to collect and partially analyze necessary literature or data among various kinds of information on individual academic disciplines.
	(2)	The ability and skills to specify necessary theories and methods for consideration of issues.	Being able to exactly specify necessary theories and methods for consideration of issues, and fully make use of them.	Being able to exactly specify necessary theories and methods for consideration of issues, and make use of them.	Being able to specify necessary theories and methods for consideration of issues, and partially make use of them.
	(3)	The abilities and skills to summarize one's own research in reports or academic papers, and to deliver presentations at a seminar or research meetings, and to	Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and answer questions precisely.	Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and answer questions.	Being able to summarize research results in reports and academic papers, deliver presentations at seminars or research meetings, and answer most questions.
Comprehensive Abilities	(1)	The general ability to discover issues based on the ethics in research and subjective intellectual interests, and make planning to solve them.	Being able to discover issues based on the ethics in research and subjective intellectual interests, and make effective planning to solve them.	Being able to discover issues based on the ethics in research and subjective intellectual interests, and make planning to solve them.	Being able to discover issues based on the ethics in research and subjective intellectual interests, and partially make planning to solve them.
	(2)	The ability to conduct research proactively by combining knowledge, understanding, and skills for the tasks, based on flexible creativity and imagination.	Being able to sufficiently conduct research by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination,	Being able to conduct research by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination,	Being able to conduct research mostly by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination.
	(3)	The general ability to logically and simply explain one's own ideas on ways of solving issues to people in different culture and areas, and demonstrate leadership in discussion.	Being able to logically and simply explain one's own ideas on ways of solving issues to peoples in different culture and areas, and fully demonstrate leadership in discussion.	Being able to logically and simply explain one's own ideas on ways of solving issues to peoples in different culture and areas, and demonstrate leadership in discussion.	Being able to explain one's own ideas on ways of solving issues to peoples in different culture and areas, and partially demonstrate leadership in discussion.

Placement of the Liberal Arts Education in the Major Program

The Program in Integrated Arts and Sciences places Liberal Arts Education as an opportunity "to cultivate the foundations of the ability to understand things in an interdisciplinary and comprehensive fashion by broadly encouraging an interest in study," rather than just "acquiring the basic knowledge and techniques directly leading to students' specialties." The detailed learning contents to be acquired are as follows:

・Rich sensibility and flexible ideas, understanding of peace from a diversified standpoint, and understanding mutual relationships between fields, etc.

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Broaden students' perspectives, and change their viewpoints.

・Acquisition of basic knowledge, language skills, and the ability to utilize information, understanding physical strength and health, etc.

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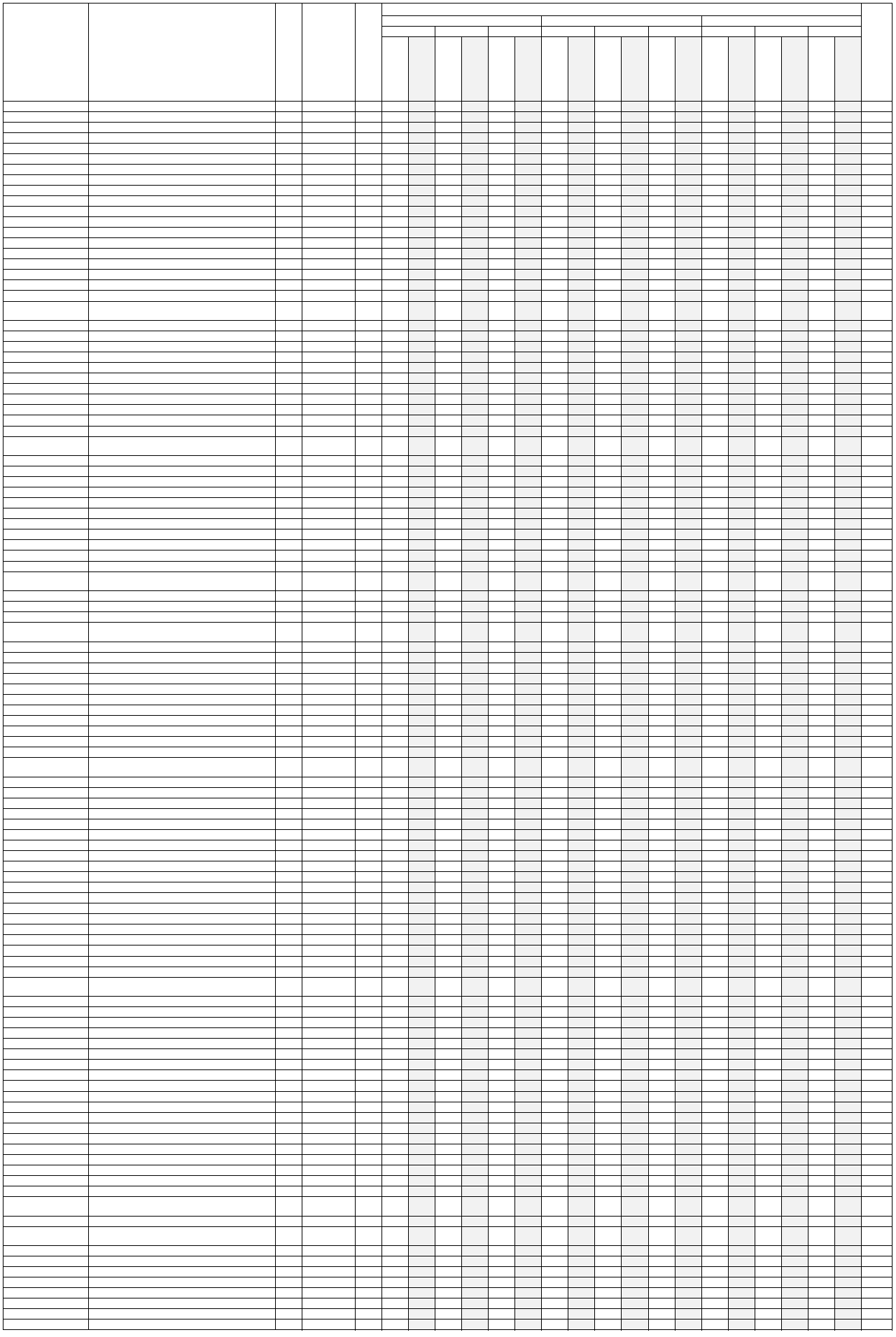
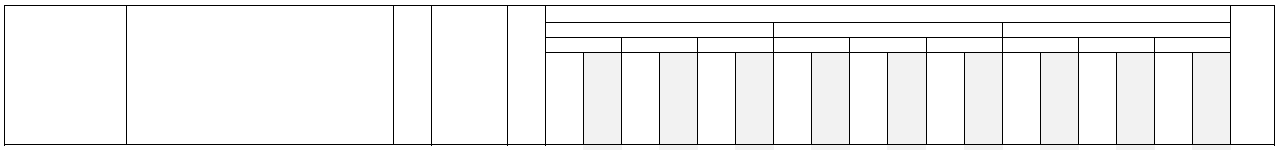
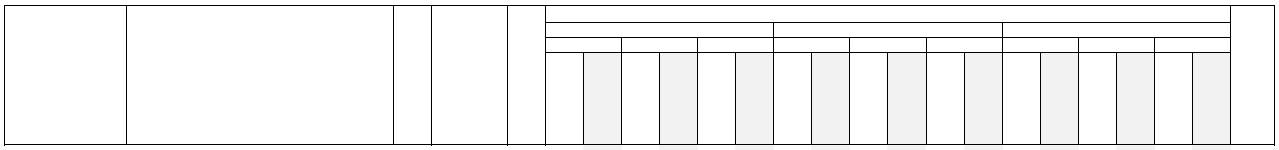
Create a foundation for learning.







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