

Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Engineering Cluster 1(Mechanical Systems, Transportation, Material and Energy)]

<div>Program name</div> <div>(Japanese)</div> <div>(English)</div> <div>)</div>	<div>輸送システムプログラム</div> <div>Program of Transportation Systems</div>
1. Academic degree to be Acquired :	
<div>2. Overview</div> <div>(1) Program overview</div> <p>Since ancient times, humankind has developed civilization through the transportation of people and goods. Vehicles, which are a product of civilization, play an important role as a means of transporting people and goods. Furthermore, with the development of civilization, these vehicles have expanded their field from the land to the sea</p> <p>transportation networks have been established throughout the whole geosphere, including land, sea, and air, to support humankind's various activities. Engineering technology for transportation equipment, especially marine vessels, aircraft, automobiles, railways, and distribution systems, has become more important than ever. Meanwhile today, the geosphere, which is the field in which transportation equipment is moved, is facing serious environmental problems. In considering engineering technology for transportation equipment, it is indispensable to have the perspective of creating and maintaining not only design, from the existing viewpoint of low environmental load, but also a system of coexistence, in which artificial transportation equipment and the natural environment are in harmony with each other. Therefore, it is extremely important to develop engineering technology for creating and maintaining the geospheric environment, while exploring the oceanic and aerial environments, both locally and globally, from a physical engineering perspective. It is crucially important to establish engineering technology that enables transportation equipment and the geosphere to coexist. The Program of Transportation Systems offers the comprehensive education in engineering required by engineers working in such areas.</p> <p>To be more specific, the program offers general basic education in the first year, basic education in engineering, such as mathematics and dynamics, in the second year, and specialized engineering education in the third and fourth years. During this time, students are required to acquire a wide range of knowledge about transportation equipment and the geospheric environment, and to enlarge their thinking skills. In other words, students learn the engineering skills necessary to plan, manufacture, construct, and maintain transportation equipment that can coexist in harmony with the natural environment and with distribution systems. Students also analyze and assess the geospheric environment, and study the areas of engineering relevant to planning, designing, creating, and maintaining environment-related equipment and environmental systems, in order to reduce the impact on the environment</p> <p>One of the characteristics of this program is that development of overall ability as engineers is particularly emphasized, in addition to education in engineering knowledge. To that end, one of the key pillars of the program is the Project Creation Group, which allows students to actually plan, design, and manufacture products, and evaluates performance using engineering methodology. Through such learning, the program develops people who can actively take a comprehensive approach to technical issues related to transportation equipment and the geosphere, including land, ocean, air, and environment-related equipment. In other words, the program produces professionals who are able to discover problems on their own, explore solutions to the problems scientifically and rationally, and become engineers or researchers capable of taking action and showing leadership in solving problems in a harmonious and ethical way.</p> <p>Technology developed by the program is mainly deployed in the areas of transportation equipment,</p>	

environmental conservation, and natural energy utilization. To be more specific, the technology is not only deployed in hardware areas such as marine vessels, aircraft and spacecraft, automobiles, information and telecommunication equipment, and wind and ocean-current power generation, but also in software areas such as transportation and distribution systems, electronic and computer systems, systems engineering, and a wide range of other areas.

3. Academic Awards Policy (Goals of the Program and Policy for Awarding Degrees)

The Program of Transportation Systems aims to nurture engineers and researchers with expertise related to transportation equipment (engineering for planning, manufacturing, building, and maintaining transportation equipment and distribution systems that can coexist in harmony with the natural environment), and coexistence with the environment (engineering for planning, designing, creating and maintaining environment-related equipment and environmental systems to analyze and better understand the geospheric environment, and to reduce the impact on the environment). In addition to that, the Program of Transportation Systems trains engineers and researchers capable of taking action and showing leadership, who are able to actively discover engineering problems, explore

The second semester of the second year

Before the start of the second semester of the second year. Assignment to educational programs is decided based on student request and academic results no later than the end of the first semester of the second year.

6. Qualifications to be Acquired

Type-1 High School Teaching License (Industry)

(Students must acquire the required number of credits for the Type-1 High School Teaching License (Industry), in addition to the required number of credits for this program.)

7. Class subjects and course content

* For class subjects, see the course list table on the attached sheet.

* For course content, see the syllabus for each fiscal year.

8. Academic Achievements

At the end of each semester, evaluation criteria are applied to each academic achievement evaluation item to from admission to the current

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-	3
-	2
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calculated by adding the weighted values to the numerically-converted values of their academic achievements (S = 4, A = 3, B = 2, and C= 1) in

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

each subject being evaluated.

* For the relation between evaluation item and evaluation criteria, see the attached sheet 2.

* For the relation between evaluation item and class subjects, see the attached sheet 3.

* For curriculum map, see the attached sheet 4.

9. Graduation Thesis (Graduation Research) (Positioning, when and how it is assigned, etc.)

○Class Goals

Students are assigned to their respective educational subjects and tutors from the Program of Transportation Systems, and choose a topic related to a specialized field. Students apply their acquired knowledge and abilities and conduct research that enables them to enhance their problem-solving abilities while trying to gain new knowledge.

Doing the above aims at cultivating the following abilities (the learning goals and corresponding evaluation items are also given):

1. Students can demonstrate scientific knowledge concerning multiple solutions to the challenges of the research. (Goal A, evaluation items: Knowledge/Understanding-1, Ability/Skills-1).
2. Students can explain knowledge and methodology that forms a basis for constituent technology related to the challenges of the research. (Goal B, evaluation items: Knowledge/Understanding-2, -3, Ability/Skills-2, -3)

3. Students can explain not only the constituent technology, related to the phenomena which form the object of their research, but also integrated, applied technology. They are also able to explain the validity and credibility of their analytical method, the applicability of their engineering knowledge, and the limits and social significance of the technology. (Goal C, evaluation items: Knowledge/Understanding-4, -5, -6, Ability/Skills-4, -5, -6)
4. Students can discover problems in their chosen research on their own initiative, explore solutions to the problems scientifically and rationally, and solve the problems logically, harmoniously, and ethically. Students can explain the validity and credibility of their analytical method. (Goal D, evaluation item: Overall Ability-1)
5. Students can express the details of their research through the effective use of written explanations, charts, and formulas, and, at the same time, are able to give presentations in a proper way. (Goal E, evaluation item: Overall Ability-2)
6. Students can identify knowledge and issues in their research results in order to answer further complex questions. (Goal E, evaluation item: Overall Ability-2)
7. Students can conduct research systematically within constraints, and can compile their results to complete a paper. (Goal E, evaluation item: Overall Ability-2)

requests are disproportionately distributed, some adjustment is made. The following is the schedule for graduation theses.

1. In early February of the third year, how theses are assigned and the topic of the theses for each educational subject are explained.
2. In the middle of February in the third year, students attend a final presentation for further understanding of graduation theses.
3. At the end of March in the third year, where to assign those who pass the standard for embarking on a thesis is decided at orientation.
4. How to proceed with research varies according to the topic of research for each educational subject. Students begin with research into the literature, then attend seminars, conduct surveys and experiments, and continue to work actively on research under the guidance of tutors. (The tutors evaluate learning and research attitudes in the middle of February.)
5. More than one tutor, including the head tutor, check the evaluation of class goals 5 and 1 - 3.
6. At the beginning of February in the fourth year, the students submit their theses to two examiners (head tutor and deputy head tutor) to receive evaluation of their level of attainment of class goals 1 - 7.
7. The students receive evaluation of class goals 5 and 6 at the final presentation held in the middle of February in the fourth year.

(1) Tutors make appropriate checks to ensure that students spend time studying on a daily basis, so that they can continually enhance their problem-solving abilities, and that they conduct research, using their research daybooks, seminar data, research notebooks, relevant literature, etc. as reference and, based on this, the tutors evaluate the students' learning and research attitudes during the year.

(2) The head and deputy-head tutors evaluate the level of attainment of the class goals 1 - 7 based on the theses submitted.

(3) Furthermore, in the mid-term and final presentations, one or more teachers in attendance make an evaluation based mainly on the level of attainment of class goal 5.

Students who have earned a mark of 60% or more in all three of the above evaluations are considered to have passed and are awarded credit.

This program aims to cultivate overall abilities by making full use of wide-ranging education and vision (Goal A, evaluation items: Knowledge/Understanding -1. Ability/Skills -1), basic knowledge (Goal B, evaluation items:

Knowledge/Understanding -2, 3 Ability/Skills -2, 3), specialized knowledge and applied skills (Goal C, evaluation items: Knowledge/Understanding -4, 5, 6 Ability/Skills -4, 5, 6) design skills and the ability to get things done (Goal D, evaluation item: Overall Ability -1), communication skills and information transmitting skills (Goal E , evaluation item: Overall ability -2) , all of which are obtained through taking the Program of Transportation Systems. Also, based on the thesis and presentation content, mastery of the abilities that graduates of this program must acquire is evaluated in a comprehensive manner.

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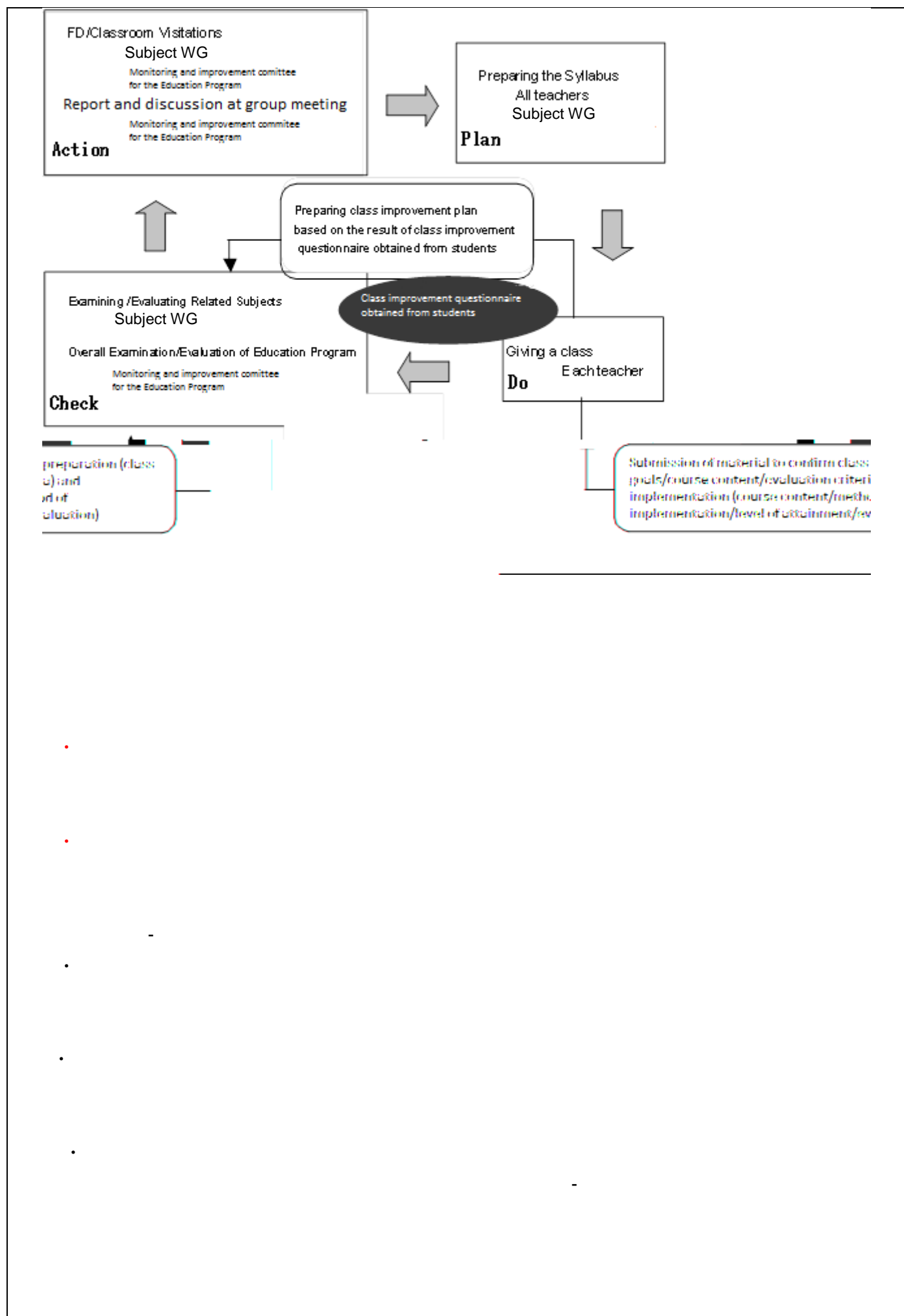
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Proposing New Educational Philosophy,
Educational Goals/Educational Purposes

Next Education Program Reviewing Committee

Action

Creating Education Program

Subject WG

Committee for Checking/Improvement of Education,
Educational Affairs Committee

Plan

Self-evaluation of Education Program
Monitoring and Improvement
Committee for Education Program

External Evaluation

Committee for self-
examining/evaluating of the School
Committee for self-examining/evaluating of the School

Do

Implementing Education Program
All teachers

Cooperating with Related Subjects

Subject WG

Committee for Checking/Improvement of Education,
Educational Affairs Committee

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