

For entrants in FY 2021

Appended Form 1

Specifications for Major Program

Name of School (Department) [Integrated Arts and Sciences(Integrated Global Studies)]

Program name (Japanese)	
(English)	Integrated Global Studies
1. Degree Awarded : Bachelor of Arts and Sciences	
2. Overview	
<p>The program of Integrated Global Studies has three basic principles – integrated thinking, global vision, and cooperative action – with the aim of fostering professionals who are able to discuss the various challenges facing international society from a global perspective, overcoming the differences that exist between nations, ethnic groups, cultures, and religions, and to engage in cooperative action with others. It encourages students to enhance their command of English and Japanese for communication, and offers a specialized education built on a foundation of a liberal arts education.</p> <p>As such, students acquire the basic knowledge and methodologies of various academic fields through their study of the multidisciplinary subjects in the School of Integrated Arts and Sciences. This is intended to form the basis from which they will be able to discuss the various problems facing international society. Based on these, they take IGS subjects from three fields – <i>Culture and Tourism</i>, <i>Peace and Communication</i>, and <i>Environment and Society</i> – in order to acquire the knowledge and skills required for the practice of integrated global studies. This program values the student's self-initiative in choosing courses: students can either balance the three fields in order to acquire a core of knowledge and skills, or they can focus on subjects based on one field according to their respective goals and interests.</p> <p>In addition, in this program, students from various nationalities and language backgrounds study together using English as a common language. The classes often employ group discussion and active learning. The students work and learn in English, in collaboration with students from different nationalities, in order to eventually acquire the flexibility and cooperative attitude necessary for working together with people from diverse cultural and religious backgrounds, an attitude of respect for different cultures, great sensitivity, and the ability to negotiate and express opinions in English.</p> <p>Students who have obtained such capabilities can choose their career path in the future as follows; they can work in leadership roles in international institutions or companies that are growing internationally, and in government organizations in their own native countries; they can also work as researchers by going on to graduate school, in Japan or overseas, to continue their studies into the various challenges facing international society.</p>	

3. Diploma Policy (Policy for awarding degrees and goal of the program)

The Integrated Global Studies Program has three basic principles – *Integrated Thinking*, *Global Vision*, and *Cooperative Action* – with the aim of fostering self-motivated and independent professionals, who are able to grasp issues from a global perspective that crosses the differences that exist between nations, ethnic groups, cultures, and religions, and have the interdisciplinary knowledge and wide range of insights, based on technical knowledge and thinking abilities, that are required in order to identify issues, analyze their causes, and find solutions. The program requires students to enhance their language skills for communication, and to take a specialized education built on the foundation of a liberal arts education. The program enables students to collaborate with others in different positions, and to work cooperatively for solutions in order to develop their ability to put integrated global studies into practice.

This program awards “Bachelor of Arts and Sciences” to students who have acquired the required number of credits set forth in the curriculum and acquired the following abilities:

- (1) Integrated Thinking: Understand and analyze the various challenges confronting the international community from multifaceted perspectives transcending disciplinary boundaries between the humanities and sciences.
- (2)

- (2) 1st year: Students take Liberal Arts Education, including Foreign Languages. They are also required to take the *Introductory Seminar for 1st year students* and *Contemporary Issues of Japan II* offered in the 1st semester, as well as and *Contemporary World Issues I* offered in the 2nd semester, in order to learn about the three fields – *Culture and Tourism*, *Peace and Communication*, and *Environment and Society*. Through courses and discussions among students, they will come to understand interdisciplinary approaches to the various problems facing the international society.
- (3) 2nd year: Students take Multidisciplinary Subjects in order to learn basic knowledge and methodologies in various fields as a foundation for discussing the various problems of international society. At the same time, they take IGS core subjects to foster their basic literacy and learn the subject. Based on this foundation, they will acquire a wide range of knowledge, skills, and thinking abilities useful for integrated global studies across a whole framework of academic fields. Students who are Japanese native speakers will study a-1358dsilersostStocadlemc.3 (v)9.TJ0.037 Tw 53Stl 4 (s)

5. Starting Timing and Conditions

This program starts at the time of admission. The general entrance examination in the School of Integrated Arts and Sciences is separated into two types, humanities and sciences; however, after entering the school, students have no restriction on how they acquire credits and select one of the fields. The program strongly recommends that students make a study plan based on their direction of learning when selecting the subjects in liberal arts education.

6. Obtainable Qualifications

None

7. Subjects and Lesson Contents

*See the graduation requirements in Attachment 1 for the subjects.

*See the syllabus published every academic year for the course contents.

8. Academic Results

*Refer to the relationship between the evaluation items and criteria in Attachment 2.

*Refer to the relationship between the evaluation items and subjects in Attachment 3.

* Refer to the curriculum schedule in Attachment 4.

9. Study in Graduation Thesis (Purpose, Assignment Method and Timing)

(1) Requirement to start the study

Students are required to acquire 100 or more credits including the *Contemporary Issues of Japan* , *Contemporary Issues of Japan* and *Contemporary World Issues I* by the end of the fall semester of the 3rd year. In addition, students speaking Japanese as a native language are, in principle, required to complete overseas studies.

(2) Choosing method and timing for academic advisor

- a. One chief academic advisor and two or more sub-academic advisors are assigned.
- b. Students select their chief academic advisor from among the full-time teachers in the Department of Integrated Global Studies (see Attachment 5).
- c. Students decide on their chief academic advisor after consultation with their current tutor from September to October of the 3rd year; then they decide on their sub-academic advisors by the end of the 4th term of the 3rd year.
- d. Any change of chief academic advisor will be discussed and finalized at the IGS Academic Affairs Subcommittee of the school. Those who wish to change their chief academic advisor must submit the form "Request for Change of Chief Academic Advisor for Graduation Thesis after receiving approval from the professors in charge.

(3) Starting Timing of Graduation Thesis

In principle, students start "Graduation Thesis" after their academic advisors are decided.

10. System of Responsibility

(1) System of PDCA (Plan, Do, Check and Act)

- a. The Academic Affairs Committee of the school has been set up to implement and evaluate the educational curriculum.
- b. The Committee Chairperson, supported by the Vice-Chairperson, is responsible for its implementation.
- c. The program is implemented under the responsibility of the Chair and Vice-Chair of the Academic Affairs Committee.

d. The dean is generally responsible for its evaluation and improvement.

(2) Evaluation of the Program

a. Perspectives for program evaluation:

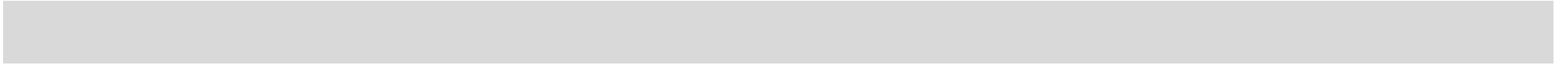
- Is the education curriculum systematically and appropriately arranged to attain its goals?
- Are the contents of the lessons appropriate in relation to the system?
- Has it been shown that students can attain the goals above the standard?

b. Method of evaluation

- After the final class of each semester is completed, students answer a questionnaire for class evaluation.

c. The perspective and method of feedback to the students

- Class evaluations are made in the Department of Integrated Global Studies using the professors' comments and the results of the students' questionnaires for improvement.
- Overall program evaluation is made from working in partnership with the Academic Affairs Committee of School, the Graduate School Head Office, and the Evaluation Committee.



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[illegible]

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Curriculum Schedule of Integrated Global Studies

Academic achievements		1st grade		2nd grade		3rd grade		4th grade		
Evaluation items		Spring semester	Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	
Knowledge and Understanding	The knowledge and understanding of the important characteristics and basic theoretical framework of individual academic disciplines.	Peace Science Courses	Peace Science Courses	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
		○Basic Courses in University Education	○Area Courses							
		○Area Courses	○Health and Sports Courses							
		○Foundation Courses	○Foundation Courses							
		○Health and Sports Courses								
	The knowledge and understanding of one's own language and culture and other languages and cultures that are prerequisite abilities for communication with people from different cultures and areas of specialization.	Peace Science Courses	Peace Science Courses	Foreign Languages	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
		○Foreign Languages	○Foreign Languages	Specialized Subjects						
		○Area Courses	○Area Courses							
		○Foundation Courses	○Foundation Courses							
	The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic disciplines.	Peace Science Courses	Peace Science Courses	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
		○Basic Courses in University Education	○Area Courses							
		○Area Courses	○Foundation Courses							
		○Foundation Courses								
	Abilities and Skills	The ability to collect and analyze necessary literature or data among various sources of information in individual academic disciplines.	Information Courses		Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects
							Project-Type Problem Solving Research	Project-Type Problem Solving Research		
The ability to specify necessary theories and methods for the consideration of important issues.		Introductory Seminar for First-Year Students		Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
						Project-Type Problem Solving Research	Project-Type Problem Solving Research			
The ability to summarize one's own research in reports or academic papers, deliver presentations at seminars or research meetings, and explain it in an easy way so that people in different cultures and areas of specialization understand.	Introductory Seminar for First-Year Students		Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects		
					Project-Type Problem Solving Research	Project-Type Problem Solving Research	Graduation Thesis	Graduation Thesis		
Comprehensive Abilities	The ability to think in an interdisciplinary way to discover issues based on ethical research practices and subjective intellectual interests, and propose a plan to solve them.			Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
						Global Internship Subjects	Global Internship Subjects	Graduation Thesis	Graduation Thesis	
	The ability to conduct research from a global perspective by combining knowledge, understanding, competence, and skills, based on flexible creativity and imagination.			Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
				Elective Subjects	Elective Subjects	Elective Subjects	Elective Subjects	Elective Subjects	Elective Subjects	
								Graduation Thesis	Graduation Thesis	
	The ability to take action cooperatively to advance research to resolve the problem by sharing issues with people from different cultures and areas of specialization, and explaining one's own ideas logically and simply.			Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	Specialized Subjects	
								Graduation Thesis	Graduation Thesis	
				Liberal Arts Education Subjects	Specialized Subjects	Graduation Thesis	Required	Elective/required	Free elective	

Attachment

As of April 1, 2021

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Sort by job title Japanese alphabet index