

# School of Comprehensive Studies

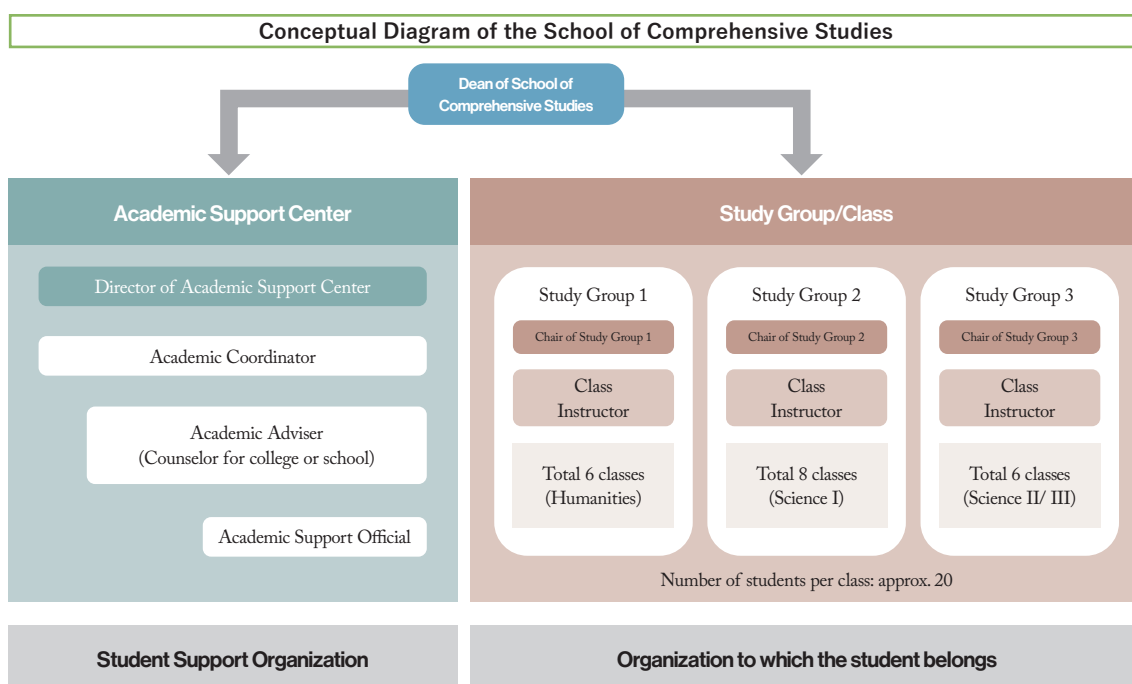
## The School of Comprehensive Studies

Students who have been admitted through the Individual Achievement Test First Round (Comprehensive-Based) (hereafter Comprehensive-Based Selection) belong to the School of Comprehensive Studies. Comprehensive-Based Selection is a new entrance examination at the University, in which students are selected solely on the basis of the following categories: Humanities, and Science (which is subcategorized into three groups, Science I, II, III), beyond the boundaries of a college or a school.

In the School of Comprehensive Studies, there are three groups (Study Group 1, Study Group 2, and Study Group 3) corresponding to the admission categories, and students who are admitted through Comprehensive-Based Selection will belong to one of the three groups. Students will have academic work in a variety of specialized fields in their first year, then find the specialty they want to pursue, and from their second year onward, they will belong to a college or a school. This is called “transfer.” The decision on which college or school to transfer to is based on the student's preference, academic performance after admission and aptitude. Regardless of whether students select humanities or science entrance exam categories, it is possible for students to transfer from the School of Comprehensive Studies to any other college or school, except for the School of Physical Education, Health and Sport Sciences and the School of Transdisciplinary Science and Design.

## Educational Objectives

The School of Comprehensive Studies aims, through academic support provided until the transfer of students admitted through Comprehensive-Based Selection based only on the distinction between humanities and science, to help them choose a specialist field from a wide range of academic disciplines and to cultivate their ability to proactively develop their own careers.



■ **Post-enrollment Studies** ■

Students in the School of Comprehensive Studies take Common Foundation Subjects such as Multidisciplinary Subjects, Foreign Languages, and Information Literacy, as well as Introductory Subjects offered by the college or school. In the first year, students do not belong to any college or school yet, but they do take courses organized by those colleges and schools.

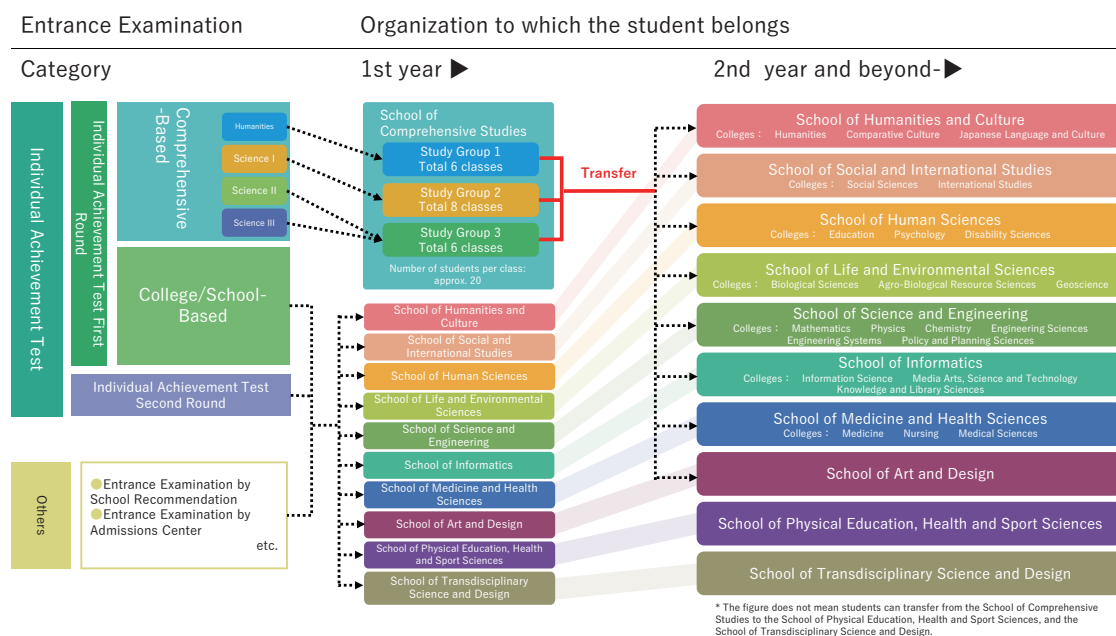
The specific courses that a student in the School of Comprehensive Studies will take other than those courses that are compulsory for all students will depend largely on the student's own interests and on which college or school the student wishes to transfer to in the second year and beyond. Introductory Subjects, which are introductory to each discipline, play an important role in helping students decide where they want to go.

■ **Transition Procedures** ■

In March of their first year, students are assigned to their second and subsequent years of study. This is determined by a combination of the order in which the student chooses to study and the order in which they are accepted by each college or school.

There is no limit to the number of colleges or schools a student can apply for, but depending on where they wish to study, they may be required to take certain courses.

The order in which students are admitted to each college or school is determined by their overall performance in the courses they have taken, as well as other factors such as external English language examinations and aptitude tests. In some colleges, priority is given to students who have been admitted in certain categories.



Admission Policy

<p><b>Desired Student Profile</b></p>	<p>In Comprehensive-Based Selection, we seek applicants who possess a diverse range of intellectual curiosity and a strong desire to learn, backed up by the required and sufficient basic academic skills, which are necessary for students to develop their own careers independently, while gaining a bird's-eye view of the academic world and defining their own fields of specialization at university. In order to achieve this, we seek applicants who have acquired all the basic academic skills up to high school prior to enrollment, as well as those who possess the flexibility and sensitivity to deepen their own intellectual curiosity.</p>	
<p><b>Student Evaluation and Selection</b></p>	<p>Common Selection Process</p>	<p>While emphasizing foreign language proficiency and the ability to think, make judgments, and express ideas in areas where applicants excel, we will comprehensively evaluate the fundamental academic skills learned in high school.</p>
	<p>Humanities</p>	<p>At the time of admission, we select students with an orientation toward the humanities.</p>
	<p>Science I</p>	<p>At the time of admission, we select students with a science orientation, requiring a foundation in physics.</p>
	<p>Science II</p>	<p>At the time of admission, we select students with a science orientation that is not limited to any specific field.</p>
	<p>Science III</p>	<p>At the time of admission, we select students with a science orientation, placing emphasis on mathematics.</p>

Learning Support Framework

<p><b>Academic Support</b></p>	<p>We have established an Academic Support Center to assist students in the School of Comprehensive Studies. In addition to class instructors, faculty members and academic support officials at the Academic Support Center work together to provide detailed support for each student through interviews and consultations on both academic and personal matters. The Academic Support Center also offers individual course registration consultations, proposing study plans and subject selections tailored to students' interests and aspirations.</p> <p>Furthermore, to broaden students' options for their chosen field of study, we have appointed learning supporters who provide individual consultations on basic subjects such as mathematics, physics, chemistry, and biology. Learning supporters, drawn from the graduate student body, help promote students' everyday learning.</p>
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<p><b>Opportunities for Peer Interaction</b></p>	<p>Within the First Year Seminar, designed to provide comprehensive guidance and support for incoming students, we promote interaction among students by conducting group work using the “Map for Your Interests” and holding joint classes across multiple groups. Through exposure to one another's interests and viewpoints, students deepen their own curiosity and discover new directions for learning.</p> <p>In addition, during the summer guidance session, we hold roundtable discussions with senior students who have already transferred, giving participants a chance to envision their future after the transfer. Furthermore, in March, we host a Transfer Ceremony as a milestone toward new learning. This event strengthens connections among students and fosters a supportive community through interaction with senior students, helping sustain learning after the transfer.</p>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<p>We have appointed academic coordinators and academic advisers to provide consultation on careers, future paths, and the educational content of each college and specialized program.</p> <p>In addition, during the spring and summer guidance sessions, faculty members from each college and school introduce their laboratories and research topics, conveying the breadth of academic fields and the appeal of research to inspire students' motivation for learning.</p> <p>Furthermore, as an opportunity to develop the foundational skills for interdisciplinary research from a broad academic perspective, we offer the “Interdisciplinary Research Project” initiated by students themselves. Students carry out and present their research with support from faculty members in related fields, fostering their awareness of issues and laying the groundwork for active engagement in learning and research activities after the transfer.</p>

**Approaches to Assuring and Enhancing Educational Quality**

We hold class liaison meetings twice a year, where students and faculty members exchange opinions openly to address requests and work toward improvements.

In addition, we conduct surveys after various initiatives such as guidance sessions, as well as immediately before and after the transfer, and in each subsequent year, to continuously gather student feedback. The collected opinions and analysis results are reviewed by the School of Comprehensive Studies Steering Committee, which systematically ensures the quality of initiatives and promotes ongoing improvement.