

College of Comparative Culture

■ Bachelor of Arts

Program Educational Objectives

Our objective is to cultivate individuals equipped with the following competences by acquiring diverse academic knowledge through comparing and examining the various cultures humanity has built, guided by the concerns of “interdisciplinarity” and “modernity.” These competences are: the ability to understand social issues within their broader context; the ability to interpret diverse data and critically examine it by connecting it with varied knowledge; the ability to communicate smoothly with people from diverse backgrounds based on advanced foreign language skills; and the ability to identify problems requiring resolution and derive practical solutions from them.

Graduate Profile	Individuals equipped with the ability to understand social issues within their broader context; the ability to interpret diverse data and critically examine it by connecting it with varied knowledge; the ability to communicate smoothly with people from diverse backgrounds based on advanced foreign language skills; and the ability to identify problems requiring resolution and derive practical solutions from them. Leveraging such capabilities, they excel in diverse fields: as employees of international corporations tackling global challenges, as staff members of institutions addressing social issues, as social entrepreneurs working to solve social issues, as public servants supporting diverse communities, as professionals such as researchers, curators, or secondary school teachers who pursue knowledge and share its outcomes, and as journalists and editors who articulate and promote collective efforts to address social issues.
Career Paths after Graduation / Completion	employees of international corporations tackling global challenges, staff members of institutions addressing social issues, social entrepreneurs working to solve social issues, public servants supporting diverse communities, professionals such as researchers, curators, or secondary school teachers who pursue knowledge and share its outcomes, journalists and editors who articulate and promote collective efforts to address social issues.

Diploma Policy

We grant diplomas for Bachelor of Arts to persons who have acquired the knowledge and skills in accordance with the educational purpose for undergraduate students of the University of Tsukuba (Generic Competences) and the knowledge and skills in accordance with that of the College of Comparative Culture (Specialized Competences).

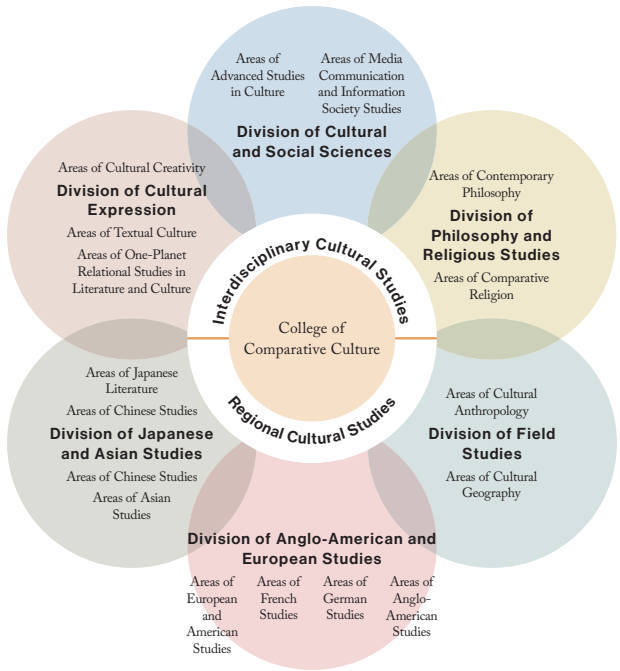
Knowledge and Skills (Specialized Competences)	1. Understanding of Cultural Phenomena	The abilities to understand the fundamental knowledge, methodologies, and central issues of diverse disciplines, primarily those related to culture, along with their contextual frameworks.
	2. Analytical Skills for Cultural Phenomena	The skills to analytically comprehend the content and logic of literature, historical materials, and various data, and critically examine them in conjunction with diverse knowledge.
	3. Ability to Address Cultural Issues	The abilities to identify challenges to be addressed, properly contextualize them, gather diverse data, and then provide realistic solutions.
	4. International Communication Skills	The abilities to use advanced foreign language proficiency to articulate one's own thoughts, understand others' perspectives, and effectively bridge both.
	5. International Initiative	The ability to communicate smoothly with people with diverse backgrounds and collaborate with them to solve problems.
Guidelines for Assessing Learning Outcomes	<p>The faculty members in charge of courses, especially language learning courses, evaluate students' acquisition of competences through that course.</p> <p>At the end of the fourth year, we evaluate the acquisition of competences through credit acquisition and the actual mastery of each competence through the graduation thesis and oral examination.</p> <p>Regarding the graduation thesis, we confirm that students have acquired the abilities aimed for in the curriculum by conducting thorough midterm presentations and oral examinations on a course-by-course basis.</p>	

Curriculum Policy

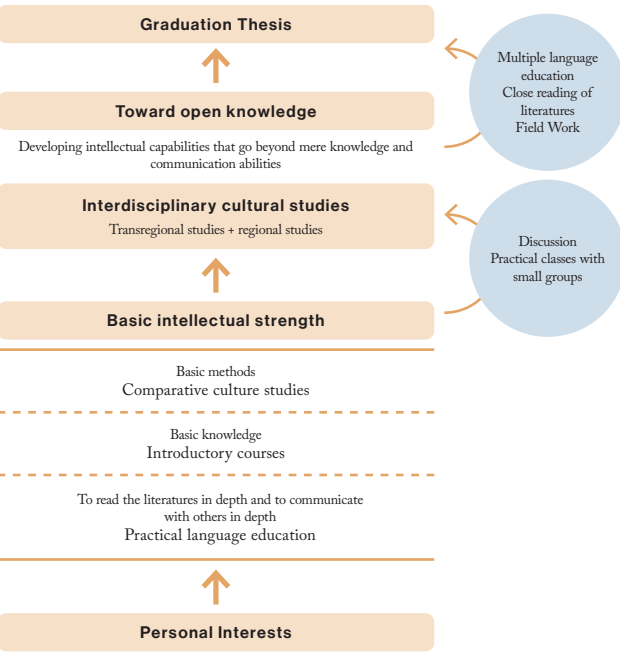
<p>Curriculum Design Framework</p>	<p>As our general policy, we will build a curriculum with an interdisciplinary and flexible structure that responds to each student's issues of interest and career outlook. Furthermore, we will provide numerous opportunities, including classes, to help students acquire international communication skills and cross-cultural understanding.</p> <p>We also establish our course sequence policy as follows: In the first year, students take primarily introductory courses, along with Common Foundation Subjects such as foreign language courses, aiming to broadly acquire foundational knowledge across multiple disciplines. In the second year, students take introductory seminars and specialized courses in several areas of interest. They also take intermediate specialized foreign language courses to solidify international communication skills. And they receive guidance toward selecting their field and area of study. In the third year, students decide their field and area affiliation and begin full-fledged study of the specialized courses and thesis foundation seminars offered within that field and area. In the fourth year, centered on writing the graduation thesis, students engage in close reading of various texts, doing fieldwork, and discussing with other students. Through discussions with faculty, they develop their logical reasoning skills while completing their graduation thesis as the culmination of their studies.</p> <p>Competences and courses correspond as follows.</p> <ul style="list-style-type: none"> - Understanding of Cultural Phenomena: The ability to understand the fundamental knowledge, methodologies, and central issues of diverse disciplines, primarily those related to culture, along with their contextual frameworks. Course division: Foundation Subjects for Major (Introductions and Studies in Comparative Culture), Major Subjects (Lectures and Special Studies) - Analytical Skills for Cultural Phenomena: The ability to analytically comprehend the content and logic of literature, historical materials, and various data, and critically examine them in conjunction with diverse knowledge. Course division: Major Subjects (Seminars and Fieldworks) - Ability to Address Cultural Issues: The ability to identify challenges that need to be addressed, properly contextualize them, gather diverse data, and then derive realistic solutions. Course division: Major Subjects (Fieldworks and Seminars) - International Communication Skills: The ability to use advanced foreign language proficiency to articulate one's own thoughts, understand others' perspectives, and effectively bridge both. Course division: Major Subjects (Languages, and Lectures and Seminars in international subjects and issues) - International Initiative: The ability to communicate smoothly with people from diverse backgrounds and collaborate with them to solve problems. Course division: Foundation Subjects and Major Subjects (Courses with active participation of students and discussion)
---	--

Teaching and Learning Methods	<p>Educational features</p> <ul style="list-style-type: none"> - “Understanding of cultural phenomena” is primarily acquired through lectures. - “Analytical skills for cultural phenomena” is acquired through both lectures and seminars. - “Ability to address cultural Issues” is acquired primarily through seminars and practices. - “International communication skills” is acquired mainly through language courses, lectures, seminars, and international study tours.
--------------------------------------	--

The Cosmos of the College of Comparative Culture



Structure of competences to be developed and curriculums



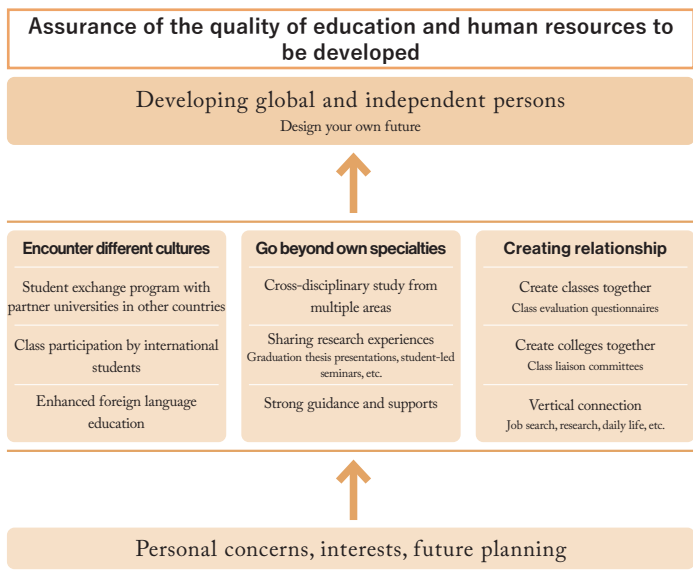
Admission Policy

<p>Desired Student Profile</p>	<ul style="list-style-type: none"> - Individuals who possess the motivation to study culture and society broadly and flexibly, drawing from their own concerns as a starting point while maintaining an interest in various academic fields. - Individuals who seek to acquire global communication skills grounded in cross-cultural understanding. - Individuals who wish to academically deepen the concerns they have developed through overseas experiences, social experiences, and other such opportunities. 	
<p>Student Evaluation and Selection</p>	<p>Individual Achievement Test First Round</p>	<p>Through written examinations (academic achievement tests), we select candidates who demonstrate strong interest and knowledge in culture and society, possessing the necessary abilities and knowledge. We particularly emphasize motivation for learning, logical thinking skills, and expressive abilities.</p>
	<p>Entrance Examination by School Recommendation</p>	<p>Through written examinations (short essays) and interviews, referencing high school evaluation reports, we select candidates who demonstrate strong interest and knowledge in culture and society, emphasizing their ability to express their ideas in their own words.</p>
	<p>Entrance Examination by Admissions Center</p>	<p>Through document screening and interviews, we select candidates who demonstrate strong interest and knowledge in culture and society, have set specific and unique themes within particular specialized fields, and have achieved original research results regarding their approach and content.</p>
	<p>Entrance Examination for IB Students</p>	<p>Through document screening, a written exam (essay), and an interview, we select candidates who possess the foundational academic skills necessary for our program, demonstrate a strong spirit of inquiry, and exhibit initiative and proactivity.</p>
	<p>Entrance Examination for Foreign School Students</p>	<p>Through document screening, a written examination (essay), and an interview, we select candidates who demonstrate a strong interest in cultural studies and logical thinking skills, and possess the knowledge and Japanese language ability necessary to pursue their studies after admission.</p>

Learning Support Framework

Academic Support	<ul style="list-style-type: none">- We introduce students to university-wide student support initiatives (such as writing support) and encourage their active use.- We introduce the fundamental learning skills and knowledge necessary for university studies in the First-Year Seminar.- We provide feedback related to course achievement, focusing primarily on reports and proficiency tests.- We explain study methods in guidance sessions for first, second, and third year students. Additionally, we meet with students as needed (class advisors do for first- and second-year students while faculty members of the area do for third- and fourth-year students). Class advisors, faculty members of the area, the Student Committee, the chair of the college, and support offices continuously share information about students and provide support as necessary.
Opportunities for Peer Interaction	<ul style="list-style-type: none">- Through orientation programs, we support new students and transfer students from the School of Comprehensive Studies in becoming familiar with their academic departments and enhancing their motivation to study.- We hire students as tutors for international students, promoting mutual exchange and helping to boost their motivation to study.- By having students take the lead in planning and running open campus events and orientation activities, we encourage active participation, foster interaction among students, and help enhance their motivation to study.- We have a program supporting student-led initiatives called the “Hibun Project.” Additionally, year-specific guidance sessions bring all same-year students together, creating opportunities for interaction.- In classes (seminars, lectures, thesis seminars, etc.), we actively incorporate student discussions and collaborative work to promote cross-year interaction and enhance research quality.- We hire graduate students as teaching assistants (TAs) and let them actively provide advice to students, thereby helping to enhance motivation to study and research quality.

<p>Opportunities for Student-Faculty Interaction</p>	<ul style="list-style-type: none"> - For first- and second-year students, we enhance learning motivation and research quality through proactive communication with their class advisors. - We encourage enrollment in the Academic Exploration Tutorial course, where interaction with faculty and peers broadens their interests and boosts research motivation. - Primarily for first- and second-year students, we share student concerns with faculty through class liaison meetings and collaboratively devise measures to enhance learning motivation and research quality. - For third- and fourth-year students, we promote interaction between students and faculty while providing guidance for graduation theses within their fields and areas. - We publicize office hours and encourage two-way communication between students and faculty both during and outside of class, thereby improving learning motivation and research quality. - By actively involving students in college events like orientation and open campus, we will further smooth communication between students and faculty, thereby boosting motivation for learning.
---	---



Approaches to Assuring and Enhancing Educational Quality

- The Curriculum Guidance Committee evaluates learning outcomes of the students to verify the validity of the curriculum and the appropriateness of instruction.
- We annually assess competence acquisition status and hold class liaison meetings to check whether the curriculum aligns with the college's purposes of education and student circumstances.
- We conduct student course evaluation surveys for all classes. Feedbacks are provided to instructors to enhance educational quality.
- We conduct multi-stage checks of course syllabi by course/area/curriculum committee members to ensure if syllabi's content aligns with the college's purposes of education, if they provide necessary information to students, and if they represent the real content of the courses.