

## College of International Studies

- Bachelor of Arts in International Relations
- Bachelor of Arts in International Development

### Program Educational Objectives

With respect to complicated problems in international society under globalization, we foster students to acquire practical knowledge through the integration of the arts and sciences. Also, we develop the knowledge of students to foster their insights and ability of information analysis for the investigation of root of problems, and to develop their communication abilities so that they could share their original and farseeing solutions with others.

<b>Graduate Profile</b>	Building on fundamental competencies in the social sciences, we cultivate individuals who acquire skills in information analysis and communication, while also accumulating integrated knowledge that bridges the humanities and sciences as “International Studies.” These individuals are trained to contribute to addressing global social challenges in the fields of “international relations” and “international development”.
<b>Career Paths after Graduation / Completion</b>	Approximately 70% of our graduates find employment in private companies, and about 10% join government offices or independent administrative agencies, actively pursuing careers both in Japan and abroad. Around 20% go on to graduate school. Some graduates have also advanced to overseas graduate programs, and alumni from the School of International Studies are active across the globe. Typical industries and job categories for our graduates include aviation, transportation and logistics; finance, securities, and insurance; mass media and publishing; research and consulting; and government ministries and local municipalities. Building on their knowledge of international relations, we expect our graduates to thrive not only in the Japanese market, but also in the European market, the fast-growing Asian market, and other global arenas.

## Diploma Policy

Students who have acquired the knowledge and skills required by the University of Tsukuba's educational objectives for undergraduate programs (generic competences), as well as the knowledge and skills defined by this Program's human resource development goals (specialized competences), will be awarded the degree of Bachelor of Arts in International Relations.

<b>Knowledge and Skills (Specialized Competences)</b>	1. Understanding of international studies (international relations)	Based on foundational knowledge in the social sciences, students understand the increasingly complex nature of international relations, including their historical, institutional, and cultural contexts. They possess broad knowledge of international relations and familiarity with diverse research methodologies.
	2. Analytical skills in international studies (international relations)	With international relations as a core discipline, students deepen their specialized knowledge in one of the following fields: international politics and international law, economics, cultural and social development, or environment and information. By applying multidisciplinary methodologies grounded in basic ICT skills, they cultivate diverse perspectives and advanced logical reasoning. They are able to analyze and critically evaluate issues related to international relations using appropriate methods.
	3. Logical communication skills in international studies (international relations)	Building on diverse perspectives and advanced logical reasoning, students utilize ICT-based analytical, expressive, and presentation skills to logically articulate their views on a wide range of issues in international relations.
<b>Guidelines for Assessing Learning Outcomes</b>	The assessment of learning outcomes is conducted through the review of each student's graduation thesis by the primary and secondary advisors, in order to determine whether the knowledge and competences specified in the Degree Awarding Policy have been achieved. The evaluation covers the graduation thesis, the mid-term presentation of the thesis, and the student's overall engagement in the graduation research process.	

Evaluation of learning outcomes: BA in international relations			
Competence	Contents	Subjects	Evaluation method
Understanding International Studies (international relations)	Understanding of broad knowledge and diverse research methods related to international relations	Foundation subject for major (international studies I, international relations, comparative politics, introduction to international law etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Analytical ability of International Studies (international relations)	Ability to analyze and critically evaluate issues concerning international relations using appropriate methods	Foundation subject for major (international studies I, international relations, comparative politics, introduction to international law etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Logical expression skills of International Studies (international relations)	Ability to logically express arguments on issues related to international relations	Foundation subject for major (comparative politics, introduction to international law, EDS, ED etc.), major subjects in international relations, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.

**Curriculum Policy**

As a program designed to cultivate the learning outcomes required for the Bachelor of Arts in International Relations, the curriculum is organized and implemented in accordance with the following policies.

<p><b>Curriculum Design Framework</b></p>	<p><b>Comprehensive policy</b>                  Contemporary international issues are increasingly complex and constantly changing, closely intertwined with economics, culture, and other domains. Their analysis therefore requires interdisciplinary perspectives that go beyond political science and international relations alone. In the major in International Relations, we aim to foster globally minded individuals capable of addressing challenges in the international community by offering interdisciplinary education grounded in various fields of the social sciences, including political science, international law, economics, and cultural anthropology. In particular, we emphasize interdisciplinary analysis of issues in the international community with international relations at the core.</p> <p>The curriculum begins with foundational specialized courses shared with the major in international development, then develops into more advanced, discipline-specific courses and seminars in international relations in the upper years. Through this structure, students progressively deepen their understanding while acquiring the three competences of: (1) Understanding of international studies (international relations), (2) Analytical skills in international studies (international relations), and (3) Logical communication skills in international studies (international relations).</p> <p><b>Policy on progression and sequencing</b>  <b>[First year: foundational learning]</b>                  Through the required introductory courses International Studies I–IV, students acquire fundamental knowledge of international relations, global perspectives, and broad academic literacy. They gain an overview of several fields—including international politics and international law, economics, cultural and social development, and environment and information—and develop a basis for selecting their future major or specialization according to their strengths and interests. At the same time, students strengthen their language proficiency and communication skills, with an emphasis on English. These experiences deepen their understanding of international studies (international relations).</p> <p><b>[Second Year: Developing interdisciplinary analytical skills in international relations]</b>                  Building on international relations, students further explore comparative perspectives and historical and institutional contexts through elective foundational courses. They also study analytical approaches in cross-disciplinary areas that integrate environmental and information-related fields. This cultivates interdisciplinary aptitude and insight into international relations. Language study is positioned as a means of communication, allowing students to develop genuine international communication skills grounded in an appreciation for diverse values. These experiences help students build both analytical and logical communication skills in international studies (international relations).</p> <p><b>[Third year: problem-solving and theoretical research in international relations]</b>                  Students focus on specialized courses in the International Relations Major, deepening their disciplinary expertise. While taking into account developments in related fields, they acquire theoretical knowledge that contributes to solving concrete issues in international relations, thereby enhancing their analytical skills. In particular, they learn to accurately identify what constitutes a problem within increasingly complex international contexts, developing a sharp problem consciousness and balanced global awareness.</p> <p><b>[Fourth year: policy research and practical application in international relations]</b>                  Students continue to study specialized courses in the major in international relations while advancing their graduation research, further strengthening their expertise. Through participation in small-group seminars and the writing of a graduation thesis, students formulate original research questions and conduct logical and empirical analyses of issues in international relations. This process enhances their analytical and logical communication skills and cultivates governance capacities, enabling them to develop persuasive policy proposals applicable in international settings.</p>
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<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- The curriculum is centered on the social sciences and information sciences, offering an integrated program that bridges the humanities and sciences.</li> <li>- The program shares its curriculum with the Tsukuba International and Social Studies (TISS) English program of the School of Social and International Studies, providing a multicultural learning environment in which Japanese students and international students study together. It fosters “internationalization in daily life.”</li> <li>- To cultivate and strengthen English communication skills, courses such as English Discussion Seminar and English Debate are required. In addition, many specialized courses are offered in English, providing students with opportunities to deepen their academic expertise through English.</li> </ul>
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Competence and curriculum structure: BA in international relations				
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
<b>Foundation subject</b>	Gain overall skills in general subjects, language, data science, and physical education to acquire general competence.			
<b>Foundation subject for major</b>	International studies I-IV (Competence: understanding IS)			
	Study foundation of international relations and international development (competence: understanding, analytical ability of IS)			
	English discussion Seminar, English debate (competence: logical expression skills of IS)			
<b>Major subject</b>	International relations in Asia, European international relations, international politics, Asian politics, European politics, and Japanese politics (competence: understanding, analytical ability, and logical expression skills of IS). International development, econometrics, social development theory, development anthropology, regional development (competence: understanding, analytical ability, and logical expression skills of IS).			
	Seminar on international studies, graduation research (understanding, analytical ability, and logical expression skills of IS)		Seminar on international studies I	Seminar on international studies II
			Graduation research (independent thesis)	Graduation research (graduation thesis)
<b>Related subject</b>	Courses offered in other schools to acquire broad knowledge and interdisciplinary for general competences.			
	<b>1st year:</b> acquire a global perspective and broad liberal arts as the basis for IS (International relations), strengthen language proficiency and communication skills.	<b>2nd year:</b> build IS (international relations) as a foundation, cultivate interdisciplinary knowledge and insights in issues of international relations, further enhance communication skills.	<b>3rd year:</b> deepen knowledge of IS (international relations), acquire theoretical knowledge contributing to form concrete solutions to issues in international relations.	<b>4th year:</b> advance to higher-level study in IS (international relations), develop original research questions in international relations, and conduct logical analysis and verification.

## Admission Policy

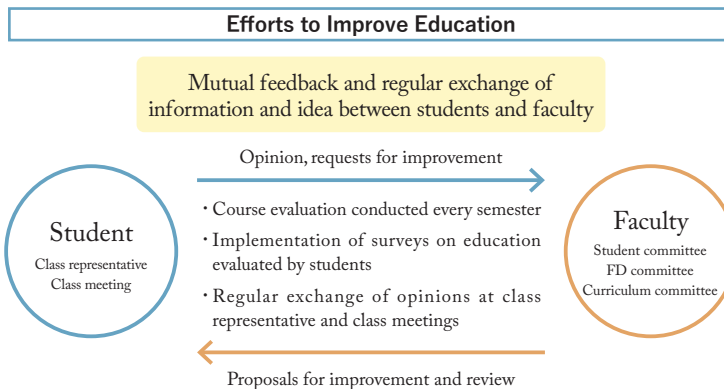
<b>Desired Student Profile</b>	<p>Economic activities and environmental issues transcend national borders, and there is no single absolute answer. What is required are individuals who, free from conventional assumptions, can imagine the existence of diverse values, observe phenomena with an open mind, identify what the real problems are, and think logically about what should be done and how. They should also be able to explain their reasoning to others, gain broader understanding, and approach challenges with motivation and a spirit of initiative.</p>
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<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	we conduct a comprehensive evaluation of applicants' strong foundational academic ability and excellent language proficiency, along with their skills in one of the following areas: Japanese, geography and history, mathematics, or science.
	Entrance Examination by School Recommendation	we select applicants who, in addition to possessing basic academic skills and communication ability, demonstrate broad interest in international relations or international development and exhibit strong motivation for learning.
	Entrance Examination for IB Students	we evaluate applicants holistically based on their achievement of a certain level of performance in the IB examinations, as well as their knowledge, critical thinking skills, awareness of issues, clear academic goals, willingness to learn proactively about topics in international relations and international development, and communication skills, including language proficiency.

### Learning Support Framework

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- All third-year students are required to take the TOEIC IP test. In addition, English learning support programs (TOEFL/TOEIC preparation support) are provided to enhance students' English communication skills.</li> <li>- Foundational specialized courses such as Mathematical Sciences and Data Science for the Social Sciences are offered. In connection with the International Studies Seminar, students also study and review university-level mathematics and mechanics, thereby supporting the learning of science and engineering fundamentals for students across a wide range of fields, including the humanities.</li> <li>- A support system is in place for study abroad at partner universities under international agreements, with approximately 25 students studying overseas each year.</li> <li>- Within the International Studies Seminar, orientation sessions and mid-term presentations of graduation theses are held. Students are required to write an independent paper in their third year and a graduation thesis in their fourth year. The graduation thesis is evaluated under a system that publicly discloses the evaluation criteria and incorporates peer review, thereby ensuring the quality of students' research.</li> <li>- The Special Award for International Studies and the Outstanding Achievement Award in International Studies are presented to students with excellent academic performance or outstanding extracurricular achievements. This award system serves as an incentive to promote effective learning.</li> </ul>
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<p><b>Opportunities for Peer Interaction</b></p>	<ul style="list-style-type: none"> <li>- Facilities such as student study rooms, resource rooms, satellite rooms, common rooms, and lounges have been established to provide a multicultural and collaborative learning environment where Japanese students and international students can interact.</li> <li>- Each year, a large number of short-term exchange students from partner universities abroad are accepted. Through the tutor system and course enrollment, active exchanges between Japanese students and international students are promoted.</li> <li>- Opportunities are provided for students with study-abroad experience to share their knowledge and experiences with those preparing to study abroad, thereby encouraging peer-to-peer support for studying overseas.</li> </ul>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<ul style="list-style-type: none"> <li>- A small-group seminar system is adopted.</li> <li>- Graduation research is mandatory, and during the third and fourth years students have ample opportunities for close interaction with faculty members.</li> <li>- A class-based system is implemented, with regular class meetings held to provide opportunities for active communication and exchange of opinions between faculty and students on coursework, curriculum, student life, and the overall learning environment. These meetings also serve to improve the quality of education and the academic environment.</li> <li>- In cooperation with the alumni association, support and career guidance are provided to current students. Regular opportunities are arranged for exchanging views with alumni, while social media and other platforms facilitate timely information sharing and communication between current students and graduates.</li> </ul>



### Approaches to Assuring and Enhancing Educational Quality

- Based on the assessment of competences acquired through graduation research, the Education Committee and related bodies evaluate student learning outcomes and implement reviews and improvements to educational activities.
- As part of our course evaluation process, we administer course evaluation questionnaires for all classes at the end of each semester.
- We establish targets for grade distribution and review the distribution annually to ensure and improve the quality of education.
- Each year, we conduct educational surveys for current students and graduating students, and we periodically carry out similar surveys for alumni. Through these surveys, we collect competence assessments and suggestions for improving the program from both current students and graduates, and use the results to ensure and continuously enhance the quality of education.

## Diploma Policy

Those who have acquired the knowledge and skills (general competences) required under the educational objectives of the University of Tsukuba's Bachelor's Program, as well as the knowledge and skills (specialized competences) defined by this School for human resource development, will be awarded the degree of Bachelor of Arts in International Development.

<b>Knowledge and Skills (Specialized Competences)</b>	1. Understanding of international Studies (international development)	Based on fundamental knowledge of the social sciences, students understand broad concepts and diverse research methodologies related to international development, taking into account the latest global trends as well as historical, institutional, and cultural contexts.
	2. Analytical skills in international studies (international development)	Centered on international development studies, students deepen their expertise in one of the following fields: international politics and international law, economics, cultural and social development, or environment and information. With foundational ICT skills, they apply multifaceted methodologies, develop advanced mathematical and logical reasoning abilities, and analyze and critically evaluate issues related to international development using appropriate analytical approaches.
	3. Logical communication skills in international studies (international development)	Building on diverse value perspectives and advanced mathematical and logical thinking, students are able to articulate issues in international development logically by employing technical skills in analysis, expression, and presentation supported by ICT.
<b>Guidelines for Assessing Learning Outcomes</b>	The assessment of learning outcomes is conducted through the review of each student's graduation thesis by the primary and secondary advisors, in order to determine whether the knowledge and competences specified in the Degree Awarding Policy have been achieved. The evaluation covers the graduation thesis, the mid-term presentation of the thesis, and the student's overall engagement in the graduation research process.	

Evaluation of learning outcomes: BA in international relations			
Competence	Contents	Subjects	Evaluation method
Understanding International Studies (international development)	Understanding of broad knowledge and diverse research methods related to international development	Foundation subject for major (international studies II–IV, introductory micro-economics etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Analytical ability of International Studies (international development)	Ability to analyze and critically evaluate issues concerning international development using appropriate methods	Foundation subject for major (international studies II–IV, introductory micro-economics etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.
Logical expression skills of International Studies (international development)	Ability to logically express arguments on issues related to international development	Foundation subject for major (comparative politics, introduction to international law, EDS, ED etc.), major subjects in international development, seminar on international studies, independent thesis, graduation thesis etc.	Courses are evaluated by achievement tests, reports, and assignments. The seminars on international studies are comprehensively evaluated based on presentations in the regular seminar and the midterm presentations of the graduation thesis. The independent thesis is evaluated by a single reviewer by the academic advisor. The graduation thesis is evaluated by two reviewers including the academic advisor.

Curriculum Policy

As a program designed to cultivate the learning outcomes required for the Bachelor of Arts in International Development, the curriculum is organized and implemented according to the following policies.

<p><b>Curriculum Design Framework</b></p>	<p><b>General policy</b>                  Contemporary international development issues are complex and rapidly changing, and are deeply interconnected with economic and cultural factors. Their analysis therefore requires an interdisciplinary perspective. The International Development Major is grounded in various fields of the social sciences—including economics, political science, international law, and cultural anthropology—and approaches global development challenges from a more mathematical and scientific perspective. By incorporating diverse viewpoints on development and providing interdisciplinary education that cuts across multiple fields, the program aims to cultivate globally minded professionals equipped with practical knowledge and skills and the ability to solve development-related problems. The curriculum begins with foundational courses that overlap significantly with those of the major in international relations, and gradually advances toward more specialized upper-level courses and seminars unique to international development. Through this structure, students progressively deepen their understanding while acquiring the three competences of international studies (international development): understanding, analytical skills, and logical communication skills.</p> <p><b>Policy on curriculum sequencing</b>  <b>[First year: foundational learning]</b>                  Through the required introductory courses International Studies I–IV, students acquire fundamental knowledge of international development as well as broad education in economics, environmental studies, information science, engineering, and urban planning. They gain an overview of multiple fields—including international politics and law, economics, cultural and social development, and environment and information studies—thereby establishing the foundation for selecting their major and future specialization based on their interests and aptitude. Simultaneously, students strengthen their language proficiency, especially in English, and their communication skills. These experiences enhance their understanding of international studies (international development).</p> <p><b>[Second Year: acquisition of interdisciplinary analytical skills in international development]</b>                  Building on international studies (international development), students learn analytical and evaluative methods for examining phenomena related to contemporary development through elective foundational courses. They also acquire knowledge and analytical approaches in interdisciplinary areas connecting environmental and information studies. These experiences foster interdisciplinary literacy and deepen insight into global issues. Furthermore, by positioning language learning as a tool for communication, students develop genuine international communication skills grounded in an appreciation of diverse values. In doing so, they cultivate both analytical skills and logical communication skills in international studies (international development).</p> <p><b>[Third year: problem-solving and theoretical research in international development]</b>                  Students focus on specialized courses in the major in international development to deepen their expertise in international Studies (international development). They learn modeling techniques based on development studies and acquire theoretical insights that contribute to solving concrete development challenges. Through international exposure and intercultural understanding, students learn to accurately identify key issues in international development and develop a keen sense of problem awareness along with a balanced global perspective. This process further strengthens their analytical competence.</p> <p><b>[Fourth year: policy research and practical application in international development]</b>                  Students further advance their specialization in international studies (international development) through upper-level courses and their graduation research. Participation in small-group seminars and the writing of a graduation thesis allow them to engage in original problem formulation and conduct logical, empirical analysis of issues in international development. This enhances both their analytical and logical communication skills and strengthens their capacity for governance, enabling them to propose persuasive policy recommendations applicable in the international arena.</p>
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<b>Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- The curriculum is centered on the social sciences and information sciences, offering an integrated program that bridges the humanities and sciences.</li> <li>- The program shares its curriculum with the Tsukuba International and Social Studies (TISS) English program of the School of Social and International Studies, providing a multicultural learning environment in which Japanese students and international students study together. It fosters “internationalization in daily life.”</li> <li>- To cultivate and strengthen English communication skills, courses such as English Discussion Seminar and English Debate are required. In addition, many specialized courses are offered in English, providing students with opportunities to deepen their academic expertise through English.</li> </ul>
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Competence and curriculum structure: BA in international development				
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
<b>Foundation subject</b>	Gain overall skills in general subjects, language, data science, and physical education to acquire general competence.			
<b>Foundation subject for major</b>	International studies I-IV (Competence: understanding IS)			
	Study foundation of international relations and international development (competence: understanding, analytical ability of IS)			
	English discussion Seminar, English debate (competence: logical expression skills of IS)			
<b>Major subject</b>	International relations in Asia, European international relations, international politics, Asian politics, European politics, and Japanese politics (competence: understanding, analytical ability, and logical expression skills of IS). International development, econometrics, social development theory, development anthropology, regional development (competence: understanding, analytical ability, and logical expression skills of IS).			
	Seminar on international studies, graduation research (understanding, analytical ability, and logical expression skills of IS)		Seminar on international studies I	Seminar on international studies II
			Graduation research (independent thesis)	Graduation research (graduation thesis)
<b>Related subject</b>	Courses offered in other schools to acquire broad knowledge and interdisciplinary for general competences.			
	<b>1st year:</b> acquire a global perspective and broad liberal arts as the basis for IS (International development), strengthen language proficiency and communication skills.	<b>2nd year:</b> build IS (international development) as a foundation, cultivate interdisciplinary knowledge and insights in issues of international relations, further enhance communication skills.	<b>3rd year:</b> deepen knowledge of IS (international development), acquire theoretical knowledge contributing to form concrete solutions to development issues.	<b>4th year:</b> advance to higher-level study in IS (international development), develop original research questions in international development, and conduct logical analysis and verification.

## Admission Policy

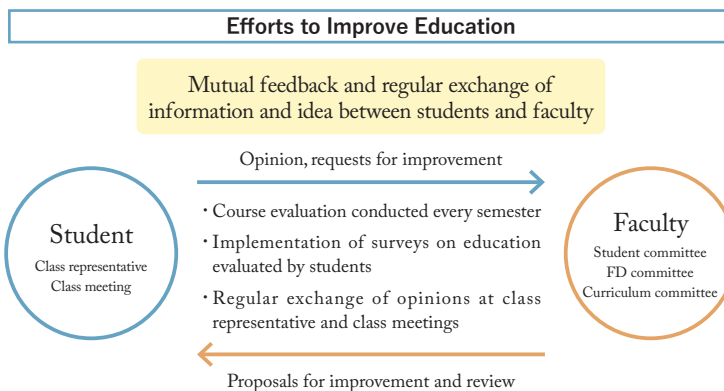
<b>Desired Student Profile</b>	<p>Economic activities and environmental issues transcend national borders, and there is no single absolute answer. What is required are individuals who, free from conventional assumptions, can imagine the existence of diverse values, observe phenomena with an open mind, identify what the real problems are, and think logically about what should be done and how. They should also be able to explain their reasoning to others, gain broader understanding, and approach challenges with motivation and a spirit of initiative.</p>
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<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	we conduct a comprehensive evaluation of applicants' strong foundational academic ability and excellent language proficiency, along with their skills in one of the following areas: Japanese, geography and history, mathematics, or science.
	Entrance Examination by School Recommendation	we select applicants who, in addition to possessing basic academic skills and communication ability, demonstrate broad interest in international relations or international development and exhibit strong motivation for learning.
	Entrance Examination for IB Students	we evaluate applicants holistically based on their achievement of a certain level of performance in the IB examinations, as well as their knowledge, critical thinking skills, awareness of issues, clear academic goals, willingness to learn proactively about topics in international relations and international development, and communication skills, including language proficiency.

### Learning Support Framework

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- All third-year students are required to take the TOEIC IP test. In addition, English learning support programs (TOEFL/TOEIC preparation support) are provided to enhance students' English communication skills.</li> <li>- Foundational specialized courses such as Mathematical Sciences and Data Science for the Social Sciences are offered. In connection with the International Studies Seminar, students also study and review university-level mathematics and mechanics, thereby supporting the learning of science and engineering fundamentals for students across a wide range of fields, including the humanities.</li> <li>- A support system is in place for study abroad at partner universities under international agreements, with approximately 25 students studying overseas each year.</li> <li>- Within the International Studies Seminar, orientation sessions and mid-term presentations of graduation theses are held. Students are required to write an independent paper in their third year and a graduation thesis in their fourth year. The graduation thesis is evaluated under a system that publicly discloses the evaluation criteria and incorporates peer review, thereby ensuring the quality of students' research.</li> <li>- The Special Award for International Studies and the Outstanding Achievement Award in International Studies are presented to students with excellent academic performance or outstanding extracurricular achievements. This award system serves as an incentive to promote effective learning.</li> </ul>
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<p><b>Opportunities for Peer Interaction</b></p>	<ul style="list-style-type: none"> <li>- Facilities such as student study rooms, resource rooms, satellite rooms, common rooms, and lounges have been established to provide a multicultural and collaborative learning environment where Japanese students and international students can interact.</li> <li>- Each year, a large number of short-term exchange students from partner universities abroad are accepted. Through the tutor system and course enrollment, active exchanges between Japanese students and international students are promoted.</li> <li>- Opportunities are provided for students with study-abroad experience to share their knowledge and experiences with those preparing to study abroad, thereby encouraging peer-to-peer support for studying overseas.</li> </ul>
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