

## College of Psychology

### ■ Bachelor of Arts in Psychology

#### Program Educational Objectives

Based on a broad interest in human psychology and behavior, we foster human resources who:

- (i) cultivate scientific and empirical attitudes, knowledge, and skills to analyze and understand psychological phenomena;
- (ii) apply these competencies to creatively and proactively address real-world challenges, both independently and in collaboration with others; and
- (iii) develop internationally relevant intellect, humanity, flexibility, and resilience.

<b>Graduate Profile</b>	<p>The human resources described in our “Educational Objectives” cultivate an attitude of analyzing and understanding the human mind and behavior through scientific and empirical approaches, grounded in broad intellectual curiosity. They are prepared to engage with diverse and complex issues of human behavior arising in fields such as healthcare and welfare, education, law and correction, industry and labor, and international or multicultural contexts. With psychological expertise and empirical methods, they are capable of contributing to:</p> <ul style="list-style-type: none"> <li>(i) psychological support and care for individuals and groups;</li> <li>(ii) evidence-based interventions and the design and implementation of programs;</li> <li>(iii) multifaceted analysis of social issues and proposals for solutions; and</li> <li>(iv) creative problem-solving and value creation in collaboration with others.</li> </ul>
<b>Career Paths after Graduation / Completion</b>	<p>Overall, graduates are expected to apply their scientific understanding of human behavior, along with problem-solving, collaboration, and communication skills, to contribute meaningfully across diverse professional domains.</p> <p><b>Fields Utilizing Psychological Expertise</b></p> <ul style="list-style-type: none"> <li>- Advanced study leading to professional qualifications such as Certified Psychologist or Clinical Psychologist</li> <li>- Psychological support roles in medical institutions, educational settings, welfare facilities, and local governments</li> <li>- Judicial and correctional fields (e.g., family court probation officers, correctional and rehabilitation institutions)</li> <li>- Industrial and organizational psychology roles, including human resources, labor management, workplace support, and mental health promotion</li> </ul> <p><b>Data Analysis, Research, and Social Survey Fields</b></p> <ul style="list-style-type: none"> <li>- Marketing research, user research, and behavioral data analysis in private companies</li> <li>- UX research, consumer behavior studies, and product development utilizing psychological knowledge</li> <li>- Research and analytical positions in think tanks, research institutes, or governmental organizations</li> <li>- Graduate study leading to careers as researchers in psychology, cognitive science, behavioral science, and related fields</li> </ul> <p><b>Education and Human Resource Development</b></p> <ul style="list-style-type: none"> <li>- Educational careers that draw on psychological expertise</li> <li>- Teaching positions at universities or professional schools (typically requiring graduate study)</li> <li>- Corporate training, human resource development, and career support roles</li> </ul> <p><b>Communication, Planning, and Creative Industries</b></p> <ul style="list-style-type: none"> <li>- Public relations, advertising, media, and design fields where human understanding is essential</li> <li>- Roles in NGOs, NPOs, or international organizations addressing social issues</li> <li>- Community development and civic engagement activities</li> </ul>

## Diploma Policy

In accordance with the educational objectives of the Program in Psychology, College of Human Sciences, the degree of Bachelor of Psychology is conferred upon students who have acquired the following knowledge and skills (specialized competences):

<b>Knowledge and Skills (Specialized Competences)</b>	1. Psychology C1	Ability to appropriately collect data and conduct scientific analyses by applying specialized knowledge of psychology and its methodologies.
	2. Psychology C2	Ability to collaborate with others to solve problems, grounded in self-understanding and understanding of others.
	3. Psychology C3	Practical orientation toward empirically exploring diverse human and social phenomena and addressing issues as they arise.
	4. Psychology C4	Communication skills to build mutually beneficial relationships, grounded in a psychological understanding of diversity and multicultural coexistence in international society.
<b>Guidelines for Assessing Learning Outcomes</b>	<p>As the culmination of learning achievements, particular emphasis is placed on the graduation research. Learning outcomes, as stipulated in the degree awarding policy, are assessed through the following processes:</p> <ul style="list-style-type: none"> <li>- The graduation thesis is evaluated by three faculty reviewers in the Program, who assess the extent to which the student has attained the expected outcomes.</li> <li>- In three public presentation sessions organized by academic fields, faculty members evaluate students' attainment of learning outcomes based on oral summaries and subsequent questions and answers.</li> <li>- A comprehensive judgment is then made based on these evaluations, leading to the final assessment of learning outcomes.</li> </ul>	

**Curriculum Policy**

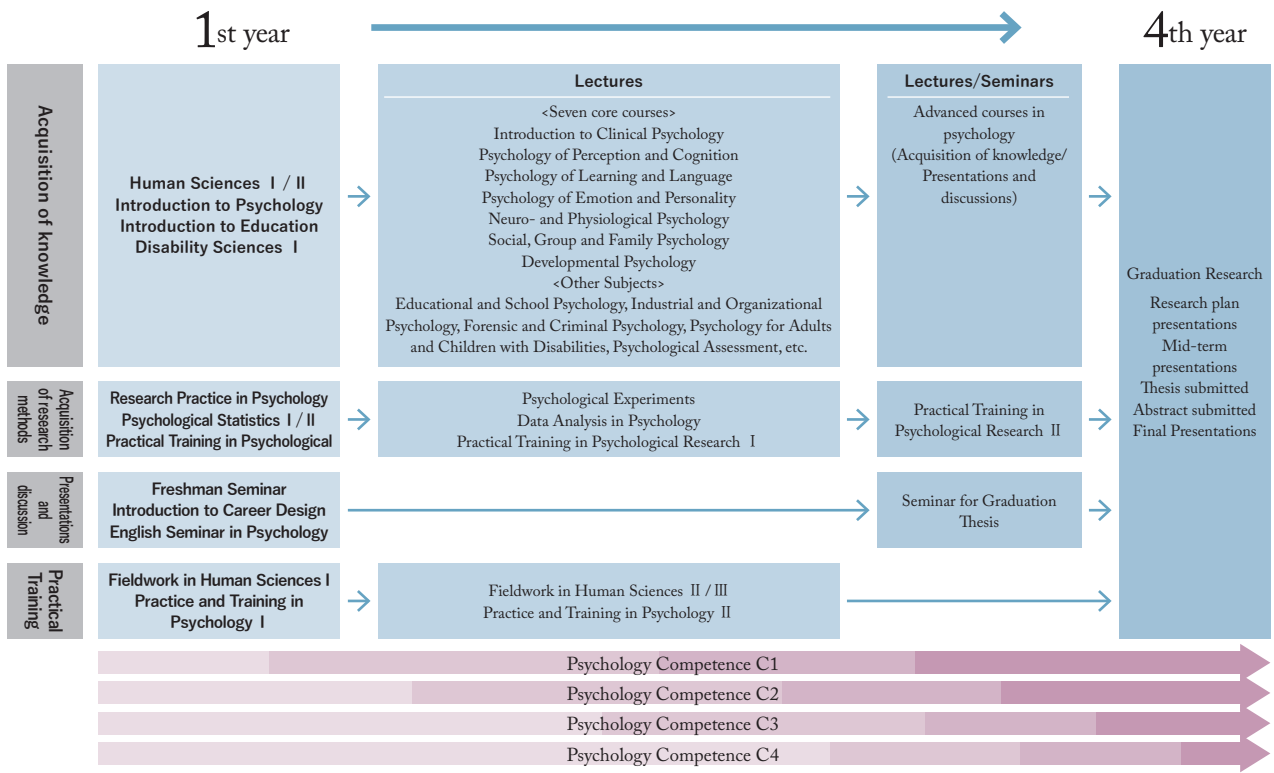
In order to cultivate the learning outcomes required for the Bachelor of Psychology, the curriculum is organized based on the following policies.

<p><b>Curriculum Design Framework</b></p>	<p><b>General Policy</b></p> <p>Courses are classified into four categories: acquisition of knowledge in psychology, mastery of research methods, presentation and discussion, and practical training. Based on this structure, students receive a broad psychology education covering all major fields of psychology, beginning with the fundamentals and reaching in the completion of a graduation thesis. Each course is systematically organized in accordance with the curriculum policy.</p> <p><b>Policy on Sequence</b></p> <p>Psychology education is provided in a stepwise manner, beginning with basic fields and advancing to applied and practical fields. The arrows in the figure represent the assumed degree of competence acquisition, with darker colors suggesting a deeper level of acquisition.</p> <ul style="list-style-type: none"> <li>- First Year: Students take courses designed to cultivate General Knowledge and Skills and specialized courses offered in other programs to foster Specialized Knowledge and Skills, thereby promoting the development of Creative Wisdom. Through Introduction to Psychology and Psychological Research Methods, students acquire fundamental knowledge of psychology, and through Psychological Statistics I &amp; II and related practicums, they master basic techniques of psychological analysis. These experiences foster Psychology Competences C1 and C2.</li> <li>- Second Year: Students study a wide range of core specialized courses to deepen their expertise in psychology. In Psychological Experiments, they acquire fundamental research techniques. In English Seminar in Psychology, they gain knowledge of research methods in psychology, practice reading academic papers in English, and learn the basic rules of writing psychology papers. In Introduction to Clinical Psychology, students develop the ability to use psychological knowledge and skills in support activities, as well as to provide knowledge and information about mental health to others. These experiences cultivate Psychology Competences C2 and C3.</li> <li>- Third Year: Students acquire advanced specialized knowledge of psychology mainly through lectures and seminars. In Practical Training in Psychological Research I, they conduct experiments and surveys based on a solid understanding of prior research, thereby developing skills in data collection, scientific analysis, and scholarly discussion. At the end of the third year, students take the Seminar for Graduation Thesis to begin full preparation for their graduation thesis. These experiences nurture Psychology Competences C3 and C4.</li> <li>- Fourth Year: Through Graduation Thesis, students cultivate logical thinking, insight, and creativity. In particular, the process of writing the graduation thesis develops their ability to logically construct their own research and to explore issues in depth. Presentations and Q&amp;A sessions at the final presentation further enhance their responsiveness, deepen their discussion skills, and foster effective communication abilities. Through the process of completing graduation research, students aim to comprehensively acquire all the specialized competences (C1–C4).</li> </ul>
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**Teaching and Learning Methods**

- Through Practical Training in Psychological Research I & II, students work together with faculty members and graduate students in group projects that involve carrying out actual psychological research. This provides opportunities to develop Psychology Competence C1.
- In the introductory specialized course Introduction to Psychology, in order to strengthen Psychology Competence C2, classes are conducted using the latest edition of a globally recognized, standard English-language textbook, with attention to international standards in psychology education.
- Through Practice and Training in Psychology I, students participate in real psychological experiments and other activities, allowing them to experience the role of research participants. In addition to lectures, they engage in a variety of activities that enhance practical and applied skills, reinforce knowledge, and provide opportunities for meaningful application, thereby contributing to the development of Psychology Competence C3.
- Toward the culmination of their studies in the graduation research project, students begin preparation from the latter half of the third year through the Seminar for Graduation Thesis. With a system of close supervision in which each faculty member advises approximately two students, students receive detailed and individualized guidance. Through this process, they aim for the final mastery of all Psychology Competences, from C1 to C4.

**Competences and Structure of Curriculums**



### Admission Policy

<b>Desired Student Profile</b>	Students are desired who are motivated by cultivating with voluntary learning, thinking, scientific, logical, and practical abilities for the solution of issues with high interest in human psychology and behaviors and who possess a spirit of inquiry for profoundly understanding human beings.	
<b>Student Evaluation and Selection</b>	Individual Achievement Test First Round	Comprehensive evaluation of fundamental academic ability through written tests in designated subjects and foreign languages.
	Individual Achievement Test Second Round	Assessment of basic academic ability, responsiveness, and logical reasoning.
	Entrance Examination by School Recommendation	Evaluation of academic ability, motivation for studying psychology, adaptability, and records of independent research or related activities.
	Entrance Examination for IB Students	For applicants with strong IB results, clear academic goals in psychology, and an international outlook.
	Entrance Examination for Foreign School Students	For applicants with global perspectives, sufficient Japanese proficiency, and the ability to adapt to the program.

### Learning Support Framework

<b>Academic Support</b>	<ul style="list-style-type: none"> <li>- Confirmation and Support for Academic Progress: Class advisors monitor students' course registrations and credit acquisition to ensure that their studies are progressing appropriately toward advancement and graduation. In addition, they provide individualized advice and guidance on course planning so that students can effectively deepen their studies in accordance with their own interests and goals.</li> <li>- Confirmation and Support for Daily Life: Beyond academic matters, support is also provided for students' personal concerns and difficulties, ensuring that they can continue their studies with peace of mind. Class advisors and student support offices work in cooperation to provide appropriate assistance as needed.</li> </ul>

<p><b>Opportunities for Peer Interaction</b></p>	<ul style="list-style-type: none"> <li>- In Psychological Experiments, students work in groups of about ten to conduct experiments, learning research methodologies through data collection and analysis. At the same time, discussions and role-sharing provide valuable opportunities to strengthen peer interaction and collaboration.</li> <li>- In Psychology Practicum II, groups of two to three students interview alumni active in society, gaining insights into career development and broadening their understanding of essential learning during university. Alumni share how their academic experiences inform their current work, and these exchanges also contribute to improving the curriculum and educational content.</li> </ul>
<p><b>Opportunities for Student-Faculty Interaction</b></p>	<ul style="list-style-type: none"> <li>- Each cohort of 50 students is divided into two classes, with the same faculty member serving as advisor for four years, providing ongoing guidance and individualized support.</li> <li>- In Psychological Research Practicum I &amp; II (third year), students work in very small groups with direct supervision from faculty and graduate students, learning how to plan and conduct research. Through idea-sharing and discussion, they not only deepen their learning but also gain valuable exposure to different perspectives, fostering initiative and a spirit of psychological inquiry.</li> </ul>

### Approaches to Assuring and Enhancing Educational Quality

- The Course Evaluation Committee provides feedback based on course surveys, and the Faculty Development Committee (all faculty members) reviews grading practices and formulates evaluation policies. These processes promote continuous review and improvement of courses and educational policies, ensuring and enhancing educational quality.
- In Psychology Practicum II, students interview alumni (within 10 years of graduation), receive feedback, and learn how their predecessors apply psychology in professional settings. These insights are utilized to refine and develop the curriculum.
- Through the alumni association Shinyu-kai, which dates back to the first cohort of Tokyo University of Literature and Science in 1929, annual opportunities are provided to gather alumni perspectives, offering valuable feedback for improving educational content and curricula.