

# **SOPHIA UNIVERSITY**

**Education and Research Objectives**

**Human Resource Development Objectives**

**Diploma policy, Curriculum policy, and Admissions policy**

**--- Undergraduate ---**

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# 1. Faculty of Theology

## Department of Theology

### **"Education and Research Objectives"**

To educate students in Catholicism and the historical development thereof centered on theology and encompassing Christian ethics and culture, and to contribute to the creative advancement of Christian values.

### **"Human Resource Development Objectives"**

To cultivate global citizens and religious and educational professionals trained in line with Christian values, for the purpose of contributing to the Catholic church and the international community.

### **"Diploma policy"**

The Faculty of Theology sets standards for the skills and knowledge students should acquire before graduation as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. Fundamental knowledge of ecclesiastical theology and its values, the ability to academically approach the various issues faced by modern society based on those fundamentals and the capacity to be committed in practice
2. In-depth knowledge of the "Program" chosen and the ability to analyze and inquire into the various issues pertaining to the discipline.
3. Academic skills associated with surveys, discussions and presentations for theological research.
4. The ability to complete a thesis in accordance with the "Program" selected.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Faculty of Theology constructs its curriculum with the following course groups.

1. Courses that nurture basic knowledge of Catholic theology.
2. Elective Compulsory Courses for students to pursue in-depth specialized studies in accordance with their individual interests, aligned with the programs students have chosen (Theology Program, Christian Ethics Program, Christian Culture Program).
3. Compulsory Courses that nurture academic skills associated with research, discussion and presentation required to pursue theological studies.
4. Compulsory Courses that foster problem-solving skills and presentation skills toward writing a thesis that integrates theological studies.
5. Specialized Theology Courses aligned to the criteria for acquiring international degrees

(STB/STL/STD) commonly granted by pontifical faculties under the authority of the Holy See and courses associated with missionary practices in response to church needs.

### **"Admissions policy"**

The Faculty of Theology mainly addresses Catholic theology in its research and education, and hence welcomes students with the following qualities:

Students with a basic knowledge of Christianity  
Students embracing a flexible mind open to different cultures and internationality  
Students who are concerned about human dignity and social justice and are actively engaged in volunteer activities  
Students who are eager to contribute to the Catholic church and human society.

In order to proactively admit students from various backgrounds, we have diversified our admission procedures. We test not only applicants' Japanese language skills but also their language proficiency in English and other languages, as well as test their knowledge of history, and we lay particular importance on interviews. We welcome transfer students in order to admit a diversity of people from society, including those who wish to become a priest.

## 2. Faculty of Humanities

### "Education and Research Objectives"

To explore the human condition through advanced specialist education and high-quality academic research that fosters genuine understandings of our world and its people and sustains the spiritual heritage of humankind into the future.

### "Human Resource Development Objectives"

To cultivate the abilities of analysis, comprehension, and expression that underpin a fundamental intellectual capacity to discern the essential nature of our world and its people, and thereby to produce autonomous individuals who believe in self-realization, think independently, and contribute to the world.

### "Diploma policy"

The Faculty of Humanities researches philosophy, thought, history, literature, culture, arts, information, the physical body, etc. in association with human dignity, which lies at the basis of humanities. By nurturing knowledge of liberal arts and humanities, we will foster independent humans who can create futures in various areas of society. Furthermore, by harnessing the outcomes of high-level specialized educations and high-quality academic research, we will nurture people who can contribute broadly to society and the world. The Faculty of Humanities sets standards for the skills and knowledge students should acquire before graduation as described below. Those who fulfill the graduation requirements and pass their thesis defense shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to independently analyze, interpret and evaluate sources and information in which human history and culture are brought together.
2. The ability to perform in-depth observations of humanity and personality, which are fundamental to liberal arts and humanities and to express one's opinions clearly to others based on adequate evidence
3. High communication skills based on a deep understanding of a given language (Japanese or a foreign language) and the culture that uses it
4. The ability to practically and creatively utilize knowledge of liberal arts and humanities in social, vocational and civil life as well as life itself

### "Curriculum policy"

In accordance with the Diploma Policy, the Faculty of Humanities consists of departments representing different disciplinary specialties. The faculty values the individual interests of each student studying different disciplinary specialties and provides advice based on personal

relationships. In order to enable students and faculty members to collaboratively engage in humanities research as “an academic discipline addressing humans,” through a consistent high-quality curriculum, the Faculty of Humanities constructs its curriculum with courses aligned to the following purposes

1. To advise students on the basic features, academic approach and presentation methods of basic humanities research at the freshman orientation
2. To include in the curriculum specialized education for each field from the freshman year in order to offer a full and consistent educational program through graduation.
3. To intensively foster students’ independence, analytic skills, understanding, expressive skills and communication skills through small-group classes and seminars
4. To offer intensive and specialized language programs designed by each department in addition to university-wide General Foreign Language Courses
5. To provide individual advice over a long period of time on students’ theses, which is counted as a compulsory course in all departments, and to judge the overall degree of attainment.
6. To offer interdisciplinary programs in addition to departmental courses to provide opportunities for students to extend their knowledge of humanities beyond the disciplinary specialties of their department

#### **"Admissions policy"**

The Faculty of Humanities expects motivated students with a deep and broad interest in the various disciplines of the humanities and liberal arts to select a department upon entrance and to actively thrive in their studies in a self-motivated and active manner. Hence, we welcome students with the following qualities:

1. Students who are eager to pursue liberal arts studies on their own initiative and embrace a sincere attitude towards academics
2. Students who have a specific interest in the individual disciplinary field that one seeks to study
3. Students who have acquired the basic skills to address matters critically and express one’s thoughts clearly
4. Students who are equipped with the standard appreciation of culture, knowledge, and language proficiency required to study at university

## Department of Philosophy

### **"Education and Research Objectives"**

To cultivate excellent skills of thinking, comprehension, and expression through the study of philosophies from all ages and essential philosophical problems, in line with our university's founding spirit of philosophia or the pursuit of wisdom.

### **"Human Resource Development Objectives"**

To produce researchers and educators in fields such as philosophy, ethics, aesthetics, and religion, and, with a view to holistic education, to foster an autonomous capacity to apply broad, deep insights for the purposes of self-actualization and development of cohesive societies.

### **"Diploma policy"**

With an aim to foster human resources who can contribute to modern society with a deep and broad understanding of humans and the world by conducting research in philosophy and thought from the fundamentals, based on the concept of "Philosophia," the founding spirit of Sophia, the Department of Philosophy sets standards for the skills and knowledge students should acquire before graduation as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to fully understand the details and meaning of philosophical issues associated with humans and the world, especially those pertaining to the basic values of "trueness," "good" and "beauty," and the ability to think independently
2. Adequate knowledge of the history of the human pursuit of philosophical issues and the ability to continue the pursuit with self-acknowledgement and a sense of responsibility for leading the research in the future
3. The ability to think about philosophical issues independently as well as with others and the skills to read and comprehend philosophical classics in the original text
4. The ability to observe the philosophical issues that lie at the root of various phenomena of modern society, to explore them based on philosophical knowledge and appreciation of liberal arts, as well as philosophical thinking skills, and to persuasively deliver outcomes.
5. The ability to contribute to a world where various beings coexist, based on the philosophical knowledge, skills and attitude provided above, by living independently and "for others, with others."

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Philosophy constructs its curriculum as follows:

1. Foster a systematic understanding of various philosophical issues and philosophical thinking

skills through “systematic courses” (Human Studies, Epistemology, Natural Theology, Metaphysics, Ethics, and Aesthetics).

2. Foster knowledge and a cultural understanding of the human history of philosophical pursuit through “philosophical history courses” (Ancient History of Philosophy, Medieval History of Philosophy, Modern History of Philosophy, Contemporary History of Philosophy).
3. Foster the skills and practices to explore philosophical issues through debate and dialogue, the skills to read and understand philosophical literature and the language skills required in Seminar Courses and Literary Readings.
4. Foster the skills and knowhow to independently engage in research by systematically identifying individual philosophical interests in terms of the three Course Groups: “Philosophical Thought,” “Ethics,” and “Arts and Culture.”
5. Foster the skills and practices to independently plan and implement research and to present outcomes publicly and academically through Thesis Guidance and Thesis

### **"Admissions policy"**

The Department of Philosophy welcomes students with the following qualities:

1. Students who bear a strong interest and eagerness to identify the various challenges faced by humans and the surrounding world and to seek a fundamental understanding of the issues guided by self-initiative, dialogue and collaboration, rather than to solve them superficially
2. Students with a strong interest in “living for Others, with Others” by nurturing their strengths in thinking, judging and presenting through philosophy, defined as “love for wisdom and pursuit of knowledge”
3. Students who embrace standard knowledge and appreciation of culture associated with human society, culture and history, excellent comprehension and presentation skills in Japanese, and robust English skills

## **Department of History**

### **"Education and Research Objectives"**

To use the study of historical theories and methods to foster capacities for astute investigation and appraisal of a range of events and social phenomena, and for the multi-dimensional, comprehensive evaluation of different societies and eras.

### **"Human Resource Development Objectives"**

To produce graduates who, through study of the past, can appreciate the historical origins of problems in human society, communicate their findings widely for the purpose of effecting positive

change, and formulate pathways into the future.

### **"Diploma policy"**

With an aim to foster human resources who can acquire the ability to critically view modern society as a result of historical formation process instead of as a fixed situation and who can contribute to society with a multidimensional understanding of history and an international perspective that will serve as a foundation for multicultural coexistence, the Department of History sets standards for the skills and knowledge students should acquire before graduation is as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to historically observe various social events and phenomena from a broad perspective.
2. The ability to identify problems in line with existing research.
3. The skills to precisely read various historical sources, and study and analyze historical facts.
4. The ability to construct a certain historical image from research outcomes, and the skills to appropriately express and communicate conclusions.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to shift from “a broad range of learning to highly professional research,” the Department of History constructs its curriculum as follows:

1. In the freshman year, student will learn introductory historical theory (Introduction to Research, Introductory Seminar) and acquire a broad range of basic knowledge of each field (“Introduction” courses)
2. In the sophomore year, students will decide on a major and be given access to important research and original texts representative of each field (Liberal Arts Seminar, Literary Reading Seminar) as well as acquire updated research results, and expert knowledge, skills and observation skills (“Special Lectures”)
3. In the junior year, students will foster reading skills to accurately read professional literature and historical resources in the original language, as well as foster research skills through presentations and debates (“Seminars”)
4. In the senior year, as a culmination of past studies, students will acquire the ability to independently discover issues and express and communicate them logically and objectively (“Thesis”).

### **"Admissions policy"**

The study of history “provides a beacon for the future by promoting deeper understanding of the present through the exploration of the past.” Hence, the Department of History welcomes students with the following qualities:

1. Students who have a broad interest in and thirst for knowledge of various social phenomena and their historical backgrounds
2. Self-motivated students who are not satisfied with typical explanations and endeavor to identify problems based on their own thinking
3. Students with the patience to read and objectively interpret writings in historical records, as well as the logical thinking skills to understand context
4. Students with the presentation skills to logically organize one's argument and concisely present it to others

## **Department of Japanese Literature**

### **"Education and Research Objectives"**

To use our department's position as a hub of studies in Japanese culture to pursue organic linkage of Japanese literature, Japanese linguistics, and Chinese classical literature from a research and educational foundation in the classics, thereby honing abilities of comprehension, thought, and expression and cultivating academic knowledge and insight concerning the essential nature of humans, society, and culture.

### **"Human Resource Development Objectives"**

To produce graduates able to contribute to the spheres of education and research and in contexts of internationalization, through an emphasis on the cultivation of multi-faceted intellectual approaches combining specialized and interdisciplinary capabilities.

### **"Diploma policy"**

With an aim to foster the skills to precisely read original material and the ability to persuasively present one's original views based on certain evidence derived from the material, the Department of Japanese Literature has all students, regardless of the period or area of their major, study all three areas of Japanese Literature, Japanese Linguistics and Classical Chinese Literature. The Department sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The skills to precisely read original sources from the Edo and earlier periods and the ability to utilize the required background historical knowledge of literature and the Japanese language.
2. An understanding of woodblock printed books from the Edo and later periods, as well as various modern media, and appropriate judgment of linguistic representations unique to each historical period.

3. The ability to understand the history and characteristics of literature from ancient times to present, based on original sources, and to discuss the pros and cons of different theories.
4. The ability to research the phonological and grammatical characteristics of Japanese in each historical period through literature and to present one's original views based on research outcomes.
5. The ability to understand the excellence that "Kanbun" expressions brought to Japanese and to read and appreciate literary style Japanese and "Kanbun," based on the "Kanbun Kundoku" skills to convert "Kanbun" into literary Japanese and an understanding of the history of reading "Kanbun" by converting it into literary Japanese.
6. The ability to write a thesis based on the knowledge, judgment and expressive skills fostered as described above, and to independently present one's views based on objective and firm reading of original text, as well as the interactivity and collaborativeness that prevents such engagements from being self-righteous.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to have students understand the essence of Japanese linguistic culture through studying all three fields of Japanese Literature, Japanese Linguistics and Japanese Studies, the Department of Japanese Literature lays importance on the precise reading of original resources and constructs its curriculum with courses aligned to the following purposes:

1. To offer the orientation and guidance enabling the precise understanding of original sources from the Edo or earlier periods, and to provide the background knowledge of literary history and Japanese linguistics history required
2. To provide guidance on woodblock printed books from the Edo period and on various modern media, and foster appropriate judgment on the correlation between publications and linguistic representation unique to each historical period
3. To nurture an understanding of the history and individual characteristics of literary works from ancient times to present, based on original sources and foster the ability to describe major academic theories and disputes.
4. To provide guidance so that students can acquire the methodology to survey the phonological and grammatical characteristics of each historical period using specific literary works and present their original views based on such surveys
5. To have students read and appreciate literary Japanese and "kanbun" by acquiring the "kanbun kundoku" skills to read "kanbun" by converting it into literary Japanese, receive guidance on the history of "kanbun kundoku" followed by an introduction of the essence that "kanbun" expressions have brought to the Japanese language.
6. Based on the knowledge, judgment and expressive skills fostered as described above, the Department of Japanese literature requires the submission of a thesis. Students will

autonomously present one's views based on objective and firm reading of original text, and nurture through research consultation the ability to engage in dialogue and collaboration to prevent such arguments from being self-righteous in the process of research consultation.

### **"Admissions policy"**

The Department of Japanese Literature welcomes students strongly motivated to broadly and deeply learn, in the fields of Japanese Literature, Japanese Language Studies and Chinese Classics, about the wealth of literature written in Japanese, including old Japanese and Japanese "kundoku" reading of Chinese text, with an aim to understand Japan's traditional linguistic culture and the characteristics of the Japanese language. Students are expected to be equipped with basic reading comprehension skills.

1. Students interested in Japanese literature ranging from ancient to modern times who are eager to build on their skills to reach a deeper reading and interpretation of the original text of individual works based on more precise judgment, to discover a new and original reading, and to refine it in dialogue with other readings
2. Students eager to reveal on their own initiative the structure of the Japanese language, which has consistently been Japan's national language from ancient to modern times, sometimes comparing it with other languages
3. Students who are interested in Kanbun (Chinese writing) which has always served as a basis in the history of Japanese and Japanese literature and are eager to build on their ability to appreciate works written in Kanbun

## **Department of English Literature**

### **"Education and Research Objectives"**

To expand knowledge of English literature, thought, and culture, and to cultivate a capacity for identifying problems through organized, critical approaches and communicating the findings of investigation and analysis logically in both Japanese and English.

### **"Human Resource Development Objectives"**

To produce graduates capable of tackling unanticipated real-world problems in the international sphere using advanced skills of communication and insights grounded in profound understandings of language, culture, thought, history, and society.

### **"Diploma policy"**

With an aim to foster human resources who will acquire the literacy required to interpret the

ambiguities inevitably accompanying human activity, the Department of English Literature sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to address the realistic issues encountered in various aspects of society without losing sight of one's position, by systematically accumulating intellectual training.
2. The reading skills, thinking skills, imagination and expressive skills required to acknowledge the necessity to re-construct and re-interpret cultural diversity and understanding different cultures in their own words instead of as superficial social discourse in their own words.
3. Higher language proficiency, which is needed not only for the linguistic arts but also for all academic studies, the understanding that Japanese and English have different ways to present reality, and the sensibility for the diversity of language expression in both releasing and receiving communications.
4. The ability to realize the importance of the wealth created through intellectual activities that lie beyond the useful aspects of language.
5. High-level language skills in both Japanese and English and systematic expertise in the language, literature, history, and culture of the English-speaking world, as well as the ability to utilize it in work and life in real society.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to create synergies for the acquisition of literacy by focusing on both social and language arts dimensions of language, the Department of English Literature constructs its courses aligned to the following purposes:

1. To enable the acquisition, understanding and application of systematic knowledge by selecting one of the three Specialized Area programs and systematically and sequentially learning the expertise required in each area through the four-year curriculum.
2. To have students acquire in both theory and practice universal language skills by combining various forms of intellectual training, including knowledge acquisition, individual reading and understanding, engaging in debate among students, delivering presentations and mutually exchanging opinions with faculty members.
3. Across four years, to acquire sophisticated English literacy through skills and classes supported by independent and autonomous learning, including self-study, and at the same time to use the learning process as an opportunity to consciously re-acknowledge one's knowledge and proficiency of Japanese, the native language.
4. To enable students to become conscious of the implications of language by carefully reading text about the experience of others in English, a language spoken by foreign people.
5. To offer Specialized Vocational Courses to foster English teachers and translators, as a way to utilize systematically acquired knowledge of the language, culture and history of the English-

speaking world.

6. To have students compile a creative thesis in Japanese or English, as a culmination of the acquired knowledge, language and thinking skills of the specialized area

### **"Admissions policy"**

The Department of English and American Literature welcomes students interested in language in general, as well as in interpreting and analyzing the social significance of certain languages, and in reading and interpreting text as a form of linguistic representation:

1. Students who acknowledge that the reason for requiring the acquisition of English skills is not singly because English is an internationally common language and who are capable of finding meaning in studying English, even after considering the negative factors associated with English as an international common language
2. Students who understand that language indeed constitutes the core of human actions and whose level of interest in literature, an important aspect of human language activity, exceed a certain extent
3. Students who acknowledge that learning about others is connected to learning about themselves, and that language and language expression in the form of text serve as catalyses, and whose English proficiency level exceeds a certain level that enables the reading of such text

## **Department of German Literature**

### **"Education and Research Objectives"**

To develop comprehensive proficiency in the German language, and to cultivate a capacity to examine Germanic literature, thought, art, music, and other themes in their historical and cultural context.

### **"Human Resource Development Objectives"**

To use broad-ranging investigation of Germanic literature and culture to cultivate graduates with pluralistic outlooks, versatile judgment, and advanced skills of linguistic expression.

### **"Diploma policy"**

With an aim to foster human resources with the following qualities through acquiring German language skills and studying American and European literature and culture, with a focus on those of the German-speaking world, the Department of German Literature sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the

graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to engage in complex conversation broadly ranging from daily conversation to academic debate based on empathy for German speakers by acquiring comprehensive German language skills (reading, listening, speaking, writing).
2. The ability to appropriately understand the contents and meaning of various text from modern and past times using the rich imagination and logical and creative thinking skills fostered through research and appreciation of the arts, including literature, fine arts and music
3. The ability to independently discover and analytically observe issues and research themes in various times, regions and cultural phenomena. Also, the ability to clearly express the acquired knowledge or views in German or Japanese.
4. The ability to acknowledge the diversity and richness of the world from a “plurilinguistic” perspective gained in the acquisition of German and English and to observe the past and future of humans from a multidimensional viewpoint.
5. The ability to contribute to enhanced mutual understanding and cultural exchange between one’s home country and European countries or the US based on broad and profound knowledge of the culture of the German-speaking world and an open mind towards others nurtured through understanding cultures and ideologies different from their own along with their historical and social backgrounds.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to develop and promote the qualities and abilities that will contribute to mutual exchange among different cultures, and with a focus of acquiring German and conducting research on the culture of the German-speaking world, the Department of German Literature constructs its curriculum as follows:

1. During the freshman and sophomore years, have students proactively join small-group language classes that are offered based on collaboration between Japanese and foreign faculty members with an aim to have students acquire general and practical German language proficiency (speaking, reading, writing) skills
2. During the freshman year, have students acquire general knowledge of the language, history, and arts of the German-speaking world and the methodology for cultural studies, as well as offer a category of courses that aim to foster an awareness of challenges in human sciences studies
3. During the junior and senior years, have students deepen academic knowledge through diverse lectures and seminars on literature and various arts of the German-speaking world and advanced German classes, as well as foster critical analytic skills, general judgment and practical communication skills
4. During the senior year, have students compile a thesis in Japanese or German, based on

individualized consultations with the advisor, with an aim to acquire academically excellent logical composition skills as a culmination of the cultural research methodologies and knowledge acquired during enrollment

5. Seek acquisition of an overall perspective of local and other histories, societies and cultures and achievement of deeper mutual understanding through comparative studies of Japanese and German culture, the Faculty of Humanities cross-disciplinary program, taking courses offered by other Faculties and Departments, and study abroad to universities in the German-speaking world

### **"Admissions policy"**

The Department of German Literature welcomes students who fully understand and respect the founding philosophy of Sophia University and bear the qualities described below:

1. Students highly interested in the literature, arts, thought, history, etc. of German-speaking countries who are capable of continuously engaging in studies driven by self-motivation, and making tireless efforts to acquire the German language proficiency required to study these different disciplines
2. Inquisitive students in high pursuit of novel knowledge and experiences associated with different cultures who are flexible and open-minded, and capable of expressing their opinions in a logical and persuasive manner
3. Students who are strongly motivated to contribute to the deepening of mutual understanding and cooperation between German-speaking countries and their home country, with a multidimensional perspective toward modern society, an imagination that helps their understanding of "others" as well as openness and respect for "others"

## **Department of French Literature**

### **"Education and Research Objectives"**

To provide comprehensive training for applied proficiency in the French language across the four fields of reading, writing, listening, and speaking, and to cultivate profound understanding of French literature and other aspects of French culture.

### **"Human Resource Development Objectives"**

To produce graduates capable of taking active roles in the international arena, equipped with advanced proficiency in the French language, familiarity with French culture, pluralistic outlooks, and openness to difference.

### **"Diploma policy"**

With an aim to foster human resources with multifaceted thinking skills, a critical mind, and creativity through acquisition of the French language and learning about various cultural and social phenomena with a focus on literature from the French-speaking world, the Department of French Literature sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. Interest and understanding of literature, arts and culture
2. French language proficiency that can be used in work, research and social contribution
3. The thinking skills to objectively and multidimensionally analyze information and knowledge actively acquired.
4. The ability to appropriately structure one's opinions or outcomes of research in oral and written presentations, and the expressive skills to communicate them in a comprehensive way.
5. The comprehensive skills to self-motivatedly identify research questions and find answers on one's own.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to enable full-time faculty members to continually support the intellectual development of students and enhance their abilities while respecting their individualities, the Department of French Literature constructs its curriculum with courses aligned to the following purposes:

1. During the freshman and sophomore years, to foster balanced reading, listening, writing, speaking skills through small-group French classes. Furthermore, to have students acquire the knowledge and methodologies required for Humanities studies, as well as the techniques and academic literacy needed for oral presentations and thesis compilation
2. For juniors and seniors, to empower students so that they can pursue cultural and social phenomena in accordance with their individual interests by offering courses for the acquisition of advanced and practical French language proficiency and courses covering various disciplines, including fine arts, performance arts, films, thought and society, in addition to careful reading of literary text and literary studies,
3. To have students comprehensively utilize the various knowledge and analytical skills acquired during their four years of enrollment by requiring the submission of a thesis as a compulsory course
4. To maintain consistency among the educational targets set up for the four years of learning, as well as to give importance to the continuity and potential of the educational program. Also, to focus at all stages on practical education with an aim to further develop students' resource collection skills, reading comprehension skills, expressive skills and cooperativeness, instead

of communicating knowledge in a one-sided manner.

5. To foster human resources who have acquired advanced French language skills and knowledge on the culture and society of France and the French-speaking world, and who can contribute to the collection and communication of information in languages other than Japanese and English and to developing mutual understanding and closer cooperation among societies with different cultures.

### **"Admissions policy"**

The Department of French Literature expects each student to acquire French language skills and deepen their understanding of humans through studies of cultural aspects, including the literature, of French-speaking countries; and therefore, we welcome students with the qualities described below:

1. Students interested and motivated to learn the French language as well as the literature and culture of French-speaking countries, to nurture flexible and logical thinking, and to appreciate what is different from oneself
2. Students who are equipped with the common sense and linguistic skills required to listen to lectures on the Humanities, appreciate works of art, read and summarize books and academic papers, and present one's observations both orally and in writing
3. Students who are self-motivated to think and learn on one's own initiative, and simultaneously acknowledge the significance of mutual learning through dialogue and collaborative work with others

## **Department of Journalism (For SPSF refer to the attachment)**

### **"Education and Research Objectives"**

To study the social roles, functions and influences of all aspects of journalism and media communication, and investigate a broad range of problems in news reporting and media.

### **"Human Resource Development Objectives"**

To produce graduates well-versed in the types of communication required of a fully-fledged member of society, with advanced communicative skills and media literacy.

### **"Diploma policy"**

The Department of Journalism sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. Accumulated academic knowledge of the various disciplines of journalism, media communications, information, etc. and the practical skills to engage in research, analysis, critical thinking, structuring and presentation based on such knowledge.
2. The ability to learn from both dimensions of “theory and practice” and to be a leading player in journalism or other fields that deal with media communications and information
3. High-level communication skills and media literacy to live the informatizing modern world

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Journalism constructs its curriculum with courses aligned to the following purposes:

1. To have students study the fields of journalism, media communication and information taking a theoretical approach, media-specific approach, international approach, and realistic problem analysis approach.
2. To achieve a “broad education that is biased to neither theory nor practice” by balancing the abovementioned curriculum with a practical approach aimed at improving such expressive skills, verification skills and critical skills
3. To nurture critical perspectives, research and analytical skills, and ethics in small-group education, by enrolling all students in individual seminars taught by full-time faculty members.
4. To require students to compile a thesis under the individual guidance of a full-time faculty member as a culmination of the knowledge, analytical skills and other skills acquired during the four years of enrollment.

### **"Admissions policy"**

The Department of Journalism welcomes students with the qualities described below:

1. Students proactively interested in the disciplines of journalism and media communications in the information-oriented modern world and motivated to study and contemplate the disciplines in depth
2. Students with an inquisitive attitude towards issues challenging modern society as well as the logical thought and judgment required to critically verify such issues
3. Students with the competence to present the survey and research outcomes based on their own interests and the articulateness to explain them

### **3. Faculty of Human Sciences**

#### **"Education and Research Objectives"**

To cultivate scientific knowledge founded on the three pillars of human science, policy management, and human care, and to pursue interdisciplinary education and research on the theory, practice, and clinical applications thereof.

#### **"Human Resource Development Objectives"**

To foster a spirit of respect for the dignity of individuals and produce graduates capable of both contributing to assuring the dignity of individuals based on holistic education and participating in design and policy-making in the practical, clinical, and managerial fields of human care.

#### **"Diploma policy"**

The Faculty of Human Sciences sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to comprehensively and multifacetedly understand the various issues challenging humans and society from an international perspective, with an attitude that respects human dignity and broad cultural knowledge of humans and society.
2. The ability to analyze such issues using appropriate scientific methods and engage in efforts to solve them in active cooperation with people from other disciplines.
3. The ability to constantly maintain an inquisitive mind, thrive in self-development and seek personal growth.

#### **"Curriculum policy"**

In accordance with the Diploma Policy, the Faculty of Human Sciences constructs its curriculum with courses aligned to the following purposes in line with specific expertise:

1. During the freshman and sophomore years, to have students broadly study what human dignity is and what knowledge and skills are necessary to achieve it by taking courses offered under the Basic Course Category or Specialized Courses offered by a different Department.
2. During the junior year, to have students acquire the foundations of thinking, judgment, expressive skills, and communication skills, as well as learn through practice the methodologies (theories and research methods) required for problem-solving through small-group education centered on seminars and fieldwork.
3. During the senior year, to offer opportunities for students to independently identify research questions, collect the data required to solve them, perform analysis based on the data collected, and present their research outcomes.

### **"Admissions policy"**

The Faculty of Human Sciences seeks to foster human resources who are appreciative of human dignity and respect it in education, healthcare, welfare and daily life so that it will be realized; and hence welcomes students with the following qualities:

1. Students with a strong interest in human dignity-related phenomena occurring upon individuals, as well as in society and other countries
2. Students with the basic knowledge and skills required to logically and objectively analyze such phenomena
3. Students who are capable of enhancing their communication skills and actively collaborating with those specializing in other disciplines
4. Students who are strongly motivated to support challenged individuals and local communities and contribute to the development of international society

## **Department of Education (For SPSF refer to the attachment)**

### **"Education and Research Objectives"**

To investigate various problems surrounding education and human existence using comprehensive, multi-faceted approaches grounded in the discipline of education studies, and to cultivate a capacity to realize education that values human dignity.

### **"Human Resource Development Objectives"**

To train educators and researchers with outstanding expertise and human qualities founded on respect for human dignity, and to produce individuals with educational expertise and independence to play active roles internationally

### **"Diploma policy"**

The Department of Education sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to acquire broad knowledge of pedagogical studies and associated studies, understand what it means to observe the various issues associated with humans and education in Japan and overseas from a pedagogical perspective, and to envision a rich and practical education that respects human dignity
2. The ability to pedagogically interpret educational efforts made in schools, societies, households and companies in Japan and abroad and the phenomena and issues that occur in association with such efforts, using the knowledge and methodologies of philosophy, history, sociology and

psychology as well as to comprehensively and multifacetedly pursue pathways to realize education with respect for human dignity and appropriately express one's views.

3. The ability to actively and friendly collaborate with a diversity of other people to persistently engage in solving educational issues and achieving an education founded on human respect with an international perspective founded on human dignity and through incessant self-reflection

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Education constructs its curriculum as follows:

1. As with other departments of the Faculty of Human Sciences, the curriculum comprises university-wide General Courses, Language Courses, and Departmental Courses (General Departmental Courses, Specialized Departmental Courses) with an aim to achieve a harmonized combination of broad cultural knowledge and profound expertise
2. Courses are categorized into three areas in order to have students understand the various fields covered by the extensive discipline of education and systematically acquire the unique academic features: "Basic Areas" (Educational Philosophy, History of Education in Japan, History of Education Overseas, Educational Sociology, Educational Administration, etc.); "Practical Areas" (School Education, Clinical Sociology of Education and Schooling, Educational Methodology, Lifelong Education, etc.); "International Areas" (International Education, Comparative Education, International Education Development, etc.). Some courses offered under "International Areas" will be taught in English.
3. In the spring semester of the freshman year, students take the Introductory Seminar in Educational Science as a compulsory course to learn basic matters and skills necessary for pursuing undergraduate study. In the freshman and sophomore years, students take introductory courses as compulsory and elective compulsory courses to learn basic matters, perspectives and research methodology. In the spring semester of the junior year, students will chose a Seminar based on what they have learned as freshmen and sophomores and learn how to approach issues involving humans and education from various professional positions and acquire the required basics of thought, judgment and expressive skills. In the fall semester of the junior year, students will focus on their Seminars, where they will deepen their expertise, determine their individual research themes and engage in research, thus fostering the ability to interpret phenomena from an educational perspective and to seek pathways toward resolution, as well as an aspiration for human dignity and international perspectives. In the senior year, through compiling their thesis, students will comprehensively and multifacetedly pursue pathways to achieve education with respect for human dignity and become capable of presenting their views, as well as acquire the qualities and ability to persistently engage in solving problems through continued self-reflection.

4. Students may systematically acquire pedagogy through three-dimensional learning comprising the three areas and take courses from a variety of associated course categories, including those offered by other faculties and departments in line with individual interests and concerns and future prospects. Also, many English-taught courses have been listed with consideration of nurturing fundamental capacities to acquire an international perspective.
5. Creative learning methods have also been introduced to achieve more autonomous and dialogue-based learning. At lectures, students are required to complete reaction papers to which the instructor will provide comments at the following class or offer a summary of reactions based on which students will engage in further debate. Seminars will be centered on individual or group presentations and debates, but may also involve exchange with Seminars of other universities in and outside Japan or fieldwork in Japan and overseas. The final thesis defense will be open to other students and faculty, and is a forum to give a creative and effective presentation to a large audience.
6. The individual progress and status of learning of each student will be evaluated by combining various evaluation criteria and methods, such as reaction papers and worksheets used in class, participation in and contribution to debates and group work, reports and exams given in mid-term.
7. The Internship Course is added to the curriculum as an elective course to develop students' abilities to envision a practical image of human-oriented education and persistently tackle issues from a global perspective by collaborating with diverse people.

### **"Admissions policy"**

The Department of Education welcomes students who are interested in the various issues associated with humans and education and are capable of addressing them flexibly and multifacetedly. We seek inquisitive students with a broad interest in the international community and different cultures.

1. We seek students who are interested in the various issues associated with humans and education and are eager to find solutions to them. We especially welcome inquisitive students with a broad interest in the international community and different cultures.
2. The basic academic competence commonly required across all entrance exam types include the ability to think and present logically in Japanese and basic English communication skills. We seek students who can use these skills to openly express their own ideas and at the same time accept the ideas of others, flexibly come up with ideas and think multifacetedly.
3. We welcome a diversity of students with different personalities and cultural backgrounds. Furthermore, in the Special Exams, we will admit students that bear an interest in and understanding of various current affair-level educational issues covered by newspaper and other media, as well as the basic competence to organize and present one's own thoughts about them.

## **Department of Psychology**

### **"Education and Research Objectives"**

To use scientific approaches to the human “mind” to comprehend how our own minds work and be able to observe the minds of others with a dispassionate but warm attitude, which are both important capabilities for us to build a better life.

### **"Human Resource Development Objectives"**

To produce graduates equipped with comprehensive outlooks on the human mind and trained to conceptualize the mind in line with contemporary needs.

### **"Diploma policy"**

The Department of Psychology sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to understand psychological approaches and theory and to offer explanations in one’s own words.
2. The ability to understand through practice, the various study methods and techniques of psychology
3. The ability to acquire communication skills through collaborative learning and to deepen one’s understanding of psychology.
4. The ability to set up one’s own theme, engage in research using the appropriate methods, perform analysis, summarize results and write one’s observations

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Psychology constructs its curriculum as follows:

1. Offer Lecture Courses and Special Lecture Courses on the Basics of Psychology and on the specialized fields of Psychology in order to have students acquire a broad range of knowledge regarding psychology.
2. Have students learn the basics in their freshman year, and gradually offer courses on more sophisticated research methods as they advance to higher grades.
3. Continuously offer courses centered on practical training from the freshman year in order to have students acquire communication skills and deeper understanding of psychology through collaborative learning.
4. Have students compile their thesis by taking courses related to their graduation research.

### **"Admissions policy"**

The Department of Psychology seeks students who bear a warm interest in others and value human dignity, and also possess the qualities described below:

1. Students who are inquisitive about events that occur around them and are motivated to research and learn autonomously, and furthermore, students who are eager to flexibly approach matters with a multidimensional perspective
2. Students with the courage to read published literature and study in collaboration with people from other disciplines
3. Students who can analyze matters logically and objectively, and organize papers or deliver oral presentations

## **Department of Sociology (For SPSF refer to the attachment)**

### **"Education and Research Objectives"**

To cultivate critical interest in human society, and a capacity to comprehend the mechanisms of social phenomena through the use of sociological approaches and empirical analysis.

### **"Human Resource Development Objectives"**

To produce graduates equipped with sociological insights and methodologies and capable of employing international outlooks and humanitarian approaches to make problem-solving proposals in practical settings.

### **"Diploma policy"**

With an aim to foster human resources with the following qualities to achieve a fair society that protects human dignity, the Department of Sociology sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. An interest in various social issues and the ability to understand social phenomena with a sociological approach
2. The ability to understand and analyze the mechanisms of social phenomena using basic theories and demonstrative methods.
3. The ability to understand the characteristics of the various fields of modern society in association with social structure and social change.
4. The ability to understand the diversity of others and to propose solutions for creating an inclusive society based on sociological perspectives

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Sociology constructs its curriculum with courses aligned to the following purposes.

1. To have students acquire in small-group seminars, basic sociologic perspectives and methodology for setting up questions and concerns sociologically.
2. In terms of “theories and methodologies” that serve as the foundations of sociology, to foster analytical skills for social phenomena by having students understand logical thinking, conceptualizing and modelling of problem consciousness, and having students acquire the skills for qualitative and quantitative surveys using social survey methodologies.
3. To apply the theoretical and methodological knowledge acquired in specific fields of modern society for deeper understanding of the structure and changes in such fields.
4. To foster the ability to set up research questions based on individual concerns and perform sophisticated analysis and observations from a global perspective with respect for human dignity.

### **"Admissions policy"**

In order to achieve our aim of fostering human resources who qualify for a degree, the Department of Sociology welcomes students with the motivations and interests described below:

1. Interest in a wide range of social disciplines, including politics, economy and history, in order to deeply understand diversified relationships among society, culture and individuals
2. Positive attitude toward logical thinking and communication and the strong motivation to build on such abilities and foster a rich imagination to consider others and society
3. Future vision of contributing in one’s own way to achieving a fair society where all members are respected based on mutual understanding

## **Department of Social Services**

### **"Education and Research Objectives"**

To cultivate a capacity to formulate new social welfare paradigm and engage in the policy-making and administrative tasks necessary to bring it to fruition, with a view to building a society based on respect for human dignity.

### **"Human Resource Development Objectives"**

To produce graduates capable of taking leadership roles in the realization of new approaches to welfare in the fields of social service provision, local communities, and public administration.

### **"Diploma policy"**

With an aim to foster human resources who can contribute to the achievement of a welfare-oriented society, the Department of Social Services sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. A spirit and attitude that values human dignity, acquired through learning the basic concept and values of social services
2. The ability to have broad perspectives, enhance one's understanding of others and society and embrace an idea of various fields of social services.
3. The ability to acquire and utilize knowledge and skills regarding social service policies and management
4. The ability to acquire and utilize knowledge and skills regarding clinical practice of social services.
5. High-level communication skills and the ability to acquire expertise and practical skills and to utilize such knowledge and skills in practicing social services.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Social Services constructs its curriculum with courses aligned to the following purposes.

1. To have students acquire the basic concept and values of social services through courses offered under the Compulsory Course Category and Basic Course Category.
2. To have students gain deeper understanding of others and society from a broad perspective through courses offered under the Social Welfare Course Category.
3. To have students learn about social welfare policy and operational management to acquire associated knowledge and skills through courses offered under the Social Welfare Operation and Management Category.
4. To have students learn about clinical issues pertaining to social welfare and acquire associated knowledge and skills through courses offered under the Welfare and Clinical Practice Category.
5. To have students acquire communication skills, expertise and practical skills through discussions in small groups and group work in courses offered under the Seminar Category and Advanced Social Welfare Category.

### **"Admissions policy"**

The Department of Social Welfare welcomes students with the qualities described below:

1. We seek students profoundly interested in human dignity and self-motivated to learn on one's own initiative to contribute to social development as well as to the world and local community.
2. We seek students with a basic knowledge of society and welfare, the flexibility to think freely about a new welfare-oriented society, and the skills to solve problems through communication

with others.

3. We expect graduates to play a leading role in various dimensions, including not only in practicing social welfare but also in government and the private sector, and to take the initiative in designing and creating a new welfare-oriented society in terms of policy and operational structure.

## **Department of Nursing**

### **"Education and Research Objectives"**

To employ a “practical liberal arts” approach combining comprehensive general education and professional training in the pursuit of education and research for basic practical nursing abilities, self-study abilities, human care practices and the cultivation of character and perception.

### **"Human Resource Development Objectives"**

To produce nursing professionals capable of advancing theory, practice and research on human care, accessing insights and academic expertise from other fields, and exercising leadership domestically and internationally founded on a broad outlook encompassing policy and service management, in line with the goal of producing individuals capable of making contributions across a variety of fields.

### **"Diploma policy"**

With an aim to foster through a practical liberal arts program that integrates general liberal arts education with specialized vocational education, human resources who endeavor to practice basic nursing skills, self-education and human caring as well as to nourish one’s personality and wisdom, embrace a broad social perspective, and bear profound cultural knowledge, research skills and the ability to act based on human dignity the Department of Nursing sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to gain a broad view of nursing studies and think about new roles and responsibilities expected by society, based on the acquisition of broad cultural knowledge.
2. The ability to acquire the knowledge and skills required as a nursing professional and to practice human caring.
3. The ability to respect the values of others under all circumstances and to approach others with empathetic understanding with a profound understanding of human dignity.
4. The ability to consider the direction of the best care for each individual, based on critical thinking skills and an appropriate understanding of a changing society and people’s health issues.

5. The ability to promote self-learning for personal and professional growth as a specialist, always with a target and sense of purpose amid incessant advancements in healthcare.

### **"Curriculum policy"**

In accordance with the Diploma Policy, with an aim to foster the qualities of international leaders by having students take courses that serve their career development, build on theories, practices and research associated with human care, gain knowledge of other fields, and acquire the research and practical skills to cope with various issues pertaining to nursing, including policy and service management, the Department of Nursing constructs its curriculum as follows:

1. Under university-wide General Courses, have students take Christian Anthropology, Language course and Liberal Arts courses that allow a crosscutting overview of all academic fields, acquire the basic stance of a student as Sophia, and develop the foundations for considering nursing from a broad perspective.
2. Under department-wide General Courses, have students take not only Introduction to Human Sciences but also Specialized Courses offered by the four other departments of the Faculty of Human Sciences, learn the various approaches to human dignity and deepen understanding of humans.
3. For freshmen and sophomores, offer Basic Nursing Courses to foster critical thinking skills, nurture nursing-related perspectives toward health and the environment and develop the basic knowledge and skills of nursing.
4. For juniors, offer "Human Development and Nursing," a Specialized Nursing Course, and courses regarding "Human Health and Nursing" under the Specialized Knowledge Category to have students acquire the abilities and skills required as a specialist. Also offer courses including "Caring" and "Nursing Ethics" to nurture basic and practical skills for practicing human caring.
5. For seniors, offer Specialized Nursing Courses regarding "Location-specific Nursing" and courses on nursing management, and have students deepen their specialty in nursing and foster an independent attitude toward learning.

### **"Admissions policy"**

The Department of Nursing welcomes those who understand the aims of this department and are interested in the various issues associated with humans and education and can address them flexibly and multifacetedly. We seek inquisitive students with academic interest in a wide range of fields who are eager to actively learn scientific, clinical, and operational knowledge, to contribute in various ways to the health and welfare of people, and to contribute to the development of nursing to levels exceeding conventional vocational education in nursing.

1. We welcome inquisitive students with academic interest in a wide range of fields who are eager to actively acquire scientific, clinical, and operational knowledge.

2. We welcome students interested in various health-related issues who are capable of approaching them from diverse perspectives.
3. We welcome students with a clear will to contribute to the health and welfare of people in various ways.
4. We welcome inquisitive students who are eager to contribute to the development of nursing studies.

## 4. Faculty of Law

### "Education and Research Objectives"

To cultivate, through broad-ranging study of the law and related subjects, an ability to apply legal approaches to address various problems arising in society.

### "Human Resource Development Objectives"

To produce graduates equipped with legal acumen and problem-solving skills attuned to contemporary society, and capable of playing active roles both within Japan and internationally..

### "Diploma policy"

With an aim to foster human resources that have acquired the ability to proactively analyze and solve problems using basic knowledge of law and a framework of legal thinking and with a broad perspective and flexible mind, the Faculty of Law sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

### "Curriculum policy"

In accordance with the Diploma Policy, the Department of Law constructs its curriculum with courses aligned to the following purposes:

1. To have students engage in interdisciplinary learning by offering Basic Law Courses as a foundation for learning as well as advanced and cutting-edge Law Courses and related courses such as Policy, Economics and International Relations in order for students to acquire basic legal knowledge and a legal framework of thinking and enable them to analyze and solve issues with a broad perspective and flexible mind .
2. To engage students in more autonomous and in-depth debate with problem consciousness and academic interest by offering small-group seminar-style courses

### "Admissions policy"

Assuming that students are academically prepared for a university education, the Faculty of Law seeks students who are interested in the issues and conflicts occurring in modern society as well as in global environmental issues, can objectively and flexibly observe such issues from a legal or political perspective, and present their arguments while also listening carefully to the opinions of their counterparts.

## **Department of Law**

### **"Education and Research Objectives"**

To study the basic structures and mechanisms of legal decision-making with an emphasis on connections with real-life situations and legal systems, and cultivate the problem-solving abilities that provide the foundation for legal studies.

### **"Human Resource Development Objectives"**

To produce graduates proficient in the methods of reconciling interests and identifying problems specific to the discipline of law, and equipped with the legal acumen to apply such methods.

### **"Diploma policy"**

With an aim to further achieve the rule of law and a fair society, the Department of Law seeks to foster human resources who have acquired the following abilities, and thus sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to comprehensively and multidimensionally consider various social issues
2. The ability to make proposals that contribute to legally solving various social issues
3. The ability to apply the framework of legal thinking to various issues in reality

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Law constructs its curriculum as follows:

1. Offer as Compulsory Courses, lectures on positive law (Basic Law Courses), such as Constitutional Law, Civil Law, and Criminal Law, in order for students to acquire a legal framework of thinking and to nurture the ability to consider social issues using the framework
2. Offer not only Basic Law Courses but also a broad range of courses, including other positive law courses, introductory courses to jurisprudence and adjacent courses, as Elective Compulsory Courses or Elective Courses in order to nurture the ability to legally solve issues.
3. Offer small-group seminars as Compulsory Courses for seniors (and as Elective Courses for motivated juniors) to nurture the ability to apply legal frameworks of thinking to various issues arising in society.

### **"Admissions policy"**

The Department of Law aims to foster a legal mind that will serve to legally solve conflicts and issues existing as a social reality; and hence welcomes students with the qualities described below:

1. Students highly interested in society and humans.
2. Students with a wide interest in the social sciences in general as well as international issues.

3. Students who can think flexibly based on their high school education.

## **Department of International Legal Studies**

### **"Education and Research Objectives"**

To equip students with a capacity to analyze international relations from a disciplinary foundation in law and political science, and the linguistic proficiencies and broad knowledge essential for success on the international stage.

### **"Human Resource Development Objectives"**

To produce graduates preparing for international vocations in the United Nations, diplomatic service, and corporate world, graduates who bring international, publicly-minded approaches to legal practice, and researchers to contribute to the increasingly vibrant field of international academic interchange.

### **"Diploma policy"**

With an aim to establish an international society that respects the universality of human rights and the equal sovereignty of states, as well as local diversity, the Department of International Legal Studies seeks to foster human resources who have acquired the following abilities, and thus sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. A broad interest in the issues challenging international society and the ability to independently seek and acquire the knowledge required to observe them
2. The ability to analyze the issues challenging international society based on legal and political thinking
3. The ability to understand the individuality of each region of the world and adapt to various rules with different legal and political cultural backgrounds
4. The ability to appropriately communicate one's ideas using the cutting-edge legal and political knowledge

### **"Curriculum policy"**

In accordance with the Diploma Policy, Department of International Legal Studies constructs its curriculum as follows

1. Have students acquire jurisprudence and political literacy and basic methodologies to enable them to reconstruct and observe given issues in a legal or political context.

2. Have students systematically learn and further their understanding of theories of domestic law and domestic politics, as well as theories of international legal studies and international politics, which will support observations of the various issues challenging international society
3. Apply the theories and methodologies acquired in small-group seminar-style courses to concrete issues challenging international society and explore proposals for their resolution
4. Foster the ability to communicate on the global stage the outcomes of the research on the issue chosen based on individual problem recognition

### **"Admissions policy"**

At the Department of International Legal Studies, faculty and students collaborate in pursuit of proposals for the solution of international relations based on political and legal analyses; and hence, we seek students with the qualities described below:

1. Students interested in diplomacy, national security, conflicts, refugees, trade, marriage and other issues occurring in international society
2. Students who can observe and analyze the social situation in various regions of the world without bias
3. Students with a certain level of proficiency in a foreign language that will serve as a foundation for personal development into a world leader

## **Department of Legal Studies of the Global Environment**

### **"Education and Research Objectives"**

To cultivate fundamental knowledge of global and Japanese legal systems as they relate to environmental problems, and a capacity to tackle such problems from a legal perspective in an integrated, multi-faceted manner.

### **"Human Resource Development Objectives"**

To produce environmental law researchers, experts in environmental law pertaining to corporate activities, practitioners and environmental NGO workers with expertise in environmental law, and graduates capable of taking up roles as environmental law professionals in their home countries.

### **"Diploma policy"**

With an aim to foster human resources who have acquired the qualities and abilities toward achieving a sustainable society with consideration for the global environment, the Department of Legal Studies of the Global Environment sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be

deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to acquire a basic knowledge of Japan's legal system and a framework of thinking for solving issues, in order to consider environmental issues from a legal viewpoint, as well as the ability to apply such knowledge and framework of thinking on real environmental issues.
2. The ability to understand the characteristics of Japan's legal system under which developments have been made for individual environmental issues and to consider appropriate solutions with regard to the unique characteristics of the individual fields to which each issue belongs.
3. The ability to learn about environmental law systems of other countries and international society and to approach issues from a more global perspective.
4. The ability to consider the direction of future policies that will contribute to the resolution of environmental issues from an interdisciplinary perspective not limited to law studies.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Legal Studies of the Global Environment constructs its curriculum as follows:

1. In order to give students a grounding in Japanese law and nurture a relative framework of thinking in terms of Japanese law, offer Basic Law Courses, including particularly basic lectures on Constitutional Law, and Civil Law, as Compulsory Courses, and offer a broad range of courses that can be chosen in line with student needs.
2. In order to nurture the ability to consider various environmental issues by apply jurisprudence knowledge and frameworks of legal thinking to them, offer fundamental lectures on environmental law in Japan as Compulsory Courses and offer lectures, etc. on individual legal systems as Elective Compulsory Courses and Elective Courses.
3. In order to nurture the ability to extensively consider issues from an international perspective, offer lectures on environmental law in other countries and in the international community as Compulsory Courses and Elective Courses.
4. In order to foster perspectives to envision appropriate environmental law policy from an even more multidisciplinary viewpoint, offer lectures on adjacent subjects, including politics and sociology, as Elective Compulsory Courses and Elective Courses.
5. In order to deepen student understanding of associated courses and at the same time, improve debating and logical writing skills and nurture thinking and communication skills that will help solve problems in reality, offer small-group courses as introductory courses for freshmen and as Compulsory Courses for seniors (and juniors, if desired).

### **"Admissions policy"**

The Department of Legal Studies of the Global Environment seeks to foster the ability to serve efforts to deal with the environmental issues challenging Japan and the world mainly from legal

and political perspectives; and hence, we welcome students with the qualities described below:

1. Students highly interested in humans and society in the context of environmental issues
2. Students with a wide interest in foreign affairs and international trends and a certain level of proficiency in a foreign language, as well as the competence to address globalizing environmental issues
3. Students with a wide interest in the social sciences in general

## 5. Faculty of Economics

### "Education and Research Objectives"

To cultivate, through broad-ranging study of economics, management and related fields, a capacity for logical analysis of economic activity and social problems in contemporary societies.

### "Human Resource Development Objectives"

To produce graduates to play active roles within and beyond Japan, equipped with advanced skills of problem-solving grounded in broad foundational and specialist knowledge in economics and management, as well as globally-attuned sensibilities, social responsibility, and ethical awareness.

### "Diploma policy"

Founded on the spirit of Christian humanism and under the educational principle of “fostering international leaders with broad perspectives and foresight,” and with an aim to foster human resources who will lead the highly knowledge-based society of the 21st century and contribute to international society, the Faculty of Economics sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. Expertise on Economics and Management
2. Information processing skills, communication skills, problem-solving skills
3. For early graduation, the ability to become a young leader with a highly inquisitive mind and self-regulation skills

### "Curriculum policy"

In accordance with the Diploma Policy, under the university’s mission and departmental educational philosophy of “Sophia, bringing the world together,” with an aim to learn both theory and reality in a balanced manner, through introductory education in class units, small-group education linking the basics of Specialized Courses, lectures to foster expertise, core education centered on seminars where faculty members and students work face to face and diversified practical education in collaboration with outside organization, the Faculty of Economics constructs its curriculum with courses aligned to the following purposes:

1. To have students acquire fundamental knowledge of economics and management through Compulsory Courses and Introductory Courses.
2. To have students acquire in-depth knowledge of theoretical knowledge of economics and management through small-group education such as basic seminars and active learning seminars.
3. To raise the attainment level of expertise in line with students’ intellectual interests and enhance well-balanced knowledge of theory and reality and problem-solving skills through

core education comprising Specialized Courses and Seminars.

4. To have students acquire diverse practical knowledge in line with reality, through joint courses co-hosted with outside parties.
5. To enable student to engage in discussion with an international perspective through an Intensive English Program.

### **"Admissions policy"**

Based on the spirit of Christian humanism, the Faculty of Economics seeks to foster human resources who can contribute to global society by fostering the ability to appropriately address the various issues challenging modern society led by judgment based on consideration of various perspectives of economics and management. We seek students with the following qualities:

1. Students who are interested in the various issues challenging globalizing societies and are strongly motivated to take the initiative in solving such issues
2. Students who are highly skilled in foreign languages, and in light of the characteristics of the disciplines of Economics and Management, excel in logical thinking (mathematics) in the Department of Economics and in their knowledge of the social sciences, such as history
3. Motivated students with the will and potential to contribute to society in various dimensions, in both profitable and non-profit contexts, based on their knowledge of Economics and Management

## **Department of Economics (For SPSF refer to the attachment)**

### **"Education and Research Objectives"**

To pursue in-depth study of fundamental economic theories through seminars, English-medium classes and other types of small-class education and foundation education in micro- and macro-economics, and to analyze economic problems in contemporary society theoretically and empirically.

### **"Human Resource Development Objectives"**

To produce graduates capable of applying economic approaches to the analysis of contemporary social problems and phenomena, and of employing in international settings a capacity to evaluate society using their own conceptual tools.

### **"Diploma policy"**

The Department of Economics sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The ability to understand the approaches and concepts of Microeconomics and Macroeconomics, which constitute the core of economic perspectives and to explain them in one's own words.
2. The ability to establish a "model," or a conceptual mechanism based on knowledge of Economics, understand the realistic issues of modern society and consider ways to solve issues.
3. The ability to utilize knowledge and skills in information processing and to perform statistical analysis based on data
4. The ability to acquire high-level communication skills and contribute to problem-solving by taking the initiative on a global stage
5. The ability to acquire the high expertise required to become a leader in modern society in accordance with the individuality (knowledge, abilities, interests) of each student.

### **"Curriculum policy"**

For the purpose of achieving the Diploma Policy, the Department of Economics constructs its curriculum as follows:

1. Have students acquire fundamental knowledge of economic theory through an in-depth approach to Compulsory Courses (Category A Courses; Introduction to Economics, Microeconomics A, Macroeconomics A & B) taught by multiple full-time faculty members.
2. Have students learn how to write out socioeconomic phenomena as "models" in "Mathematical Analysis for Economics I & II" and other Elective Compulsory Courses that are applications of Microeconomics or Macroeconomics, and thus have students acquire logical thinking skills.
3. Have students acquire data-based statistical analytical skills through data processing-related courses (Statistics I & II, Econometrics I & II, Data Analysis Seminar, etc.)
4. Conduct discussions in small groups and group learning in Active Learning Seminars and Seminars to have students acquire communication skills for solving issues in cooperation with others.
5. Offer ECOE (Economics Courses Offered in English) as Elective Compulsory Courses so that students can acquire English communication skills that will enable students to become international leaders and establish the Faculty of Economics, Economics in English Program that provides certification to students that have fulfilled certain conditions.
6. Based on the fundamental knowledge indicated as a common goal in the Diploma Policy and in order to support students in acquiring the expertise that meet individual characteristics and interests, enable students to select various Specialized Courses including Management and courses offered in other departments, in addition to more specialized Economics courses.

### **"Admissions policy"**

The basic educational aim of the Department of Economics is to nourish the ability to think logically to find solutions for real issues of modern society. "Mathematical thinking" is essential in economic logic due to its academic characteristic of making full use of models constructed from an economic

perspective. Hence, we welcome highly motivated students with excellent academic performance which will be tested in the compulsory entrance exam subjects of Japanese and Foreign Language (English, etc.), which serve as a foundation for logical thinking, as well as in Mathematics.

1. We seek students highly interested in the various issues of modern society and strongly motivated to contribute to society.
2. We seek students equipped with language skills (skills to organize one's ideas and express them in words and skills to understand the ideas of others), which serve as a basis for logical thinking, as well as mathematical thinking skills.
3. We expect students to act on one's own initiative, understand others through dialogue and become capable of collaborating with others.

## **Department of Management (For SPSF refer to the attachment)**

### **"Education and Research Objectives"**

To impart high-level expertise and broad general knowledge and cultivate a capacity to understand and practice management using a diversity of approaches in actual social engagement.

### **"Human Resource Development Objectives"**

To produce individuals who understand management in its local and global social contexts, and who can contribute not only to corporate management but to the local and international communities through rational decision-making grounded in specialist knowledge..

### **"Diploma policy"**

The Department of Management sets standards for the skills and knowledge students should acquire before graduation as follows. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. The knowledge and skills required to appropriately analyze management environments that are undergoing globalization and complication
2. The ability to understand and explain the approaches and concepts of Management studies as well as specialized knowledge
3. The ability to efficiently collect and process complex and diverse information and lead the solution of issues challenging real society.
4. The ability to respect differences and diversity, engage in open and fair discussion and communicate information, in order to make appropriate decisions under strict constraints
5. The ability to acquire high-level communication skills and contribute to problem-solving by taking the initiative in an international forum

### **"Curriculum policy"**

With an aim to achieve the Diploma Policy, the Department of Management constitutes its curriculum as follows:

1. Have freshmen acquire the learning skills, fundamental understanding of specialized knowledge, communication skills, logical thinking, and social ethics required in advancing specialized learning in the Compulsory Courses, "Introduction to Management I" and "Introduction to Management II".
2. Have students deepen their expertise in Specialized Courses and Seminars, and have them acquire the ability to solve the issues challenging society today.
3. Aim to foster a self-motivated attitude towards learning and improve communication skills through small-group courses offered throughout the four years of enrollment, namely "Introduction to Management I" for freshmen, "Basic Research Seminar on Management" for sophomores, and Seminars for juniors and seniors.
4. Offer courses taught by experienced business managers and practitioners that foster a realistic and practical sense of management and/or teach business in practice.
5. Have students acquire business communication skills through English-taught course taught by native speakers. "English for Business Management" and "Special Topics in Management" so that students can become international leaders
6. Offer Elective Compulsory Courses that aim to understand specialized knowledge in English.
7. Establish the Faculty of Economics, Management in English Program that provides certification to students that have fulfilled certain conditions.

### **"Admissions policy"**

The Department of Management aims to foster human resources who can systematically study highly professional expertise regarding corporate business management activities and can simultaneously understand business management in the context of global society and contribute to society by making management decisions.

1. We seek students interested in the various issues challenging real society and motivated to play an active part in dealing with them.
2. We seek students with the Japanese and foreign language skills required to logically analyze and understand social phenomena from a multidimensional perspective, a grounding in social studies, including History, and excellent logical thinking skills.
3. We seek strongly motivated students who will be future leaders in organizations and projects in Japan and overseas, both commercial and non-profit.

## 6. Faculty of Foreign Studies

### "Education and Research Objectives"

To cultivate advanced proficiency in foreign languages, and use such proficiency as a basis for pursuing research in area studies, language, international political theory, civil society and international cooperation theory through nine research courses focusing on the regions using the languages that constitute the Faculty's majors.

### "Human Resource Development Objectives"

To produce individuals capable of contributing to increasingly globalized societies through proficiency in the languages that constitute the Faculty's majors, pluralist outlooks, and knowledge acquired through specialized research, as well as experts in research related to area studies, linguistics, international political theory, civil society and international cooperation theory.

### "Diploma policy"

The Faculty of Foreign Studies sets standards for the skills and knowledge students should acquire before graduation as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma

1. The ability to multidimensionally observe language, which is unique to humans
2. The ability to understand the universality and diversity of languages, including Japanese, and to explore different language events
3. The ability to acknowledge the broad roles of language in human life, including society, culture and education and to proactively utilize the knowledge acquired
4. The ability to interdisciplinarily research the history, politics, economy, society, culture, etc. of a certain country, society or region
5. An interest in the events and issues of a certain country, society or region and the ability to perform in-depth analysis using expertise
6. The ability to make comparative observations of multiple countries, societies and regions, including Japan
7. An interest in international politics, civil society and international cooperation and the ability to perform in-depth analysis using expertise
8. The ability to read and discuss material written in multiple languages, including Japanese and English

### "Curriculum policy"

In accordance with the Diploma Policy, the Faculty of Foreign Studies constructs its curriculum with Major Language Courses and Concentration Courses which both assume proactive and positive student participation.

1. **【Major Language – Major Language Courses】** Have freshmen and sophomores systematically and practically acquire a basic level of proficiency in their major language. With this proficiency as a foundation, have juniors and seniors acquire an adequate level of proficiency to engage in specialized research. Classes are focused on practicing speaking and writing skills so that basic all-round skills are acquired.
2. **【Major Language –Basic Area Studies Courses】** Have mainly freshmen and sophomores acquire basic knowledge of the history, politics, economics, society, culture and language of the region in which the major language is spoken. Classes will be based on lectures and include group work and presentations as required.
3. **【Concentrations – Introductory Courses】** Before students select a Concentration according to their interests, concerns and intentions in the autumn semester of the sophomore year , have freshmen and sophomores acquire the basic knowledge and methodologies required for pursuing research. Classes will be based on lectures, and include group work and presentations as required.
4. **【Concentrations – Core Courses】** Have mainly students in their sophomore year or higher deepen their knowledge and problem consciousness and pursue multidimensional learning by centering their studies on Concentrations. Lecture-based courses will incorporate group work and presentations. Language Courses will include practicing using the language in order for students to acquire high-level language proficiency.
5. **【Concentrations – Seminars, Thesis】** Juniors and seniors will foster self-motivated research skills by setting up their own research themes and studying them in depth. Furthermore, compiling their thesis or graduation research will enable students to acquire the conceptualization skills, logical thinking skills and expressive skills. Classes will enable students to acquire the methodology to compile academic papers and involve mainly presentations and discussions.

### **"Admissions policy"**

The Faculty of Foreign Studies seeks students who will strive to acquire foreign language skills based on an efficient proficiency level of Japanese. Furthermore, we expect students to have a positive interest not only in language studies but also in events occurring both locally and globally, to consider them as if they were their own problems, and to engage in continued efforts to find solutions.

## **Department of English Studies**

### **"Education and Research Objectives"**

To cultivate exceptional proficiency in the English language, and impart a broad base of knowledge (of linguistics, humanities and social sciences, and the basic features of the English-speaking world)

that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in the English language, and experts in research related to area studies and linguistics.

### **"Diploma policy"**

The Department of English Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to “C1” (level sufficient to study at an overseas graduate school) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to “C2” (level exceeding C1).

1. Abilities related to receptive activities, including “listening” and “reading” English
2. Abilities related to productive activities, including “speaking” and “writing” in English
3. Abilities related to interactive activities, including communicating and negotiating in English
4. Activities related to mediating activities, including interpreting and translating English
5. The ability to understand the history, politics, economy, society and culture of English-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of English Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Major Language Courses】** These courses provide intensive learning for freshmen and sophomores with an aim to improve their academic English proficiency through various activities and thesis compilation so that students can think, communicate and debate in English using the four language skills. They also seek to have students acquire knowledge of the culture and society of regions where English is spoken as an official language. Classes are delivered with a multidimensional approach, taking various forms, including lectures, group work, and pair work. Many courses are focused on presentations, pursuing ways to effectively understand and communicate rich contents.
2. **【Major Language – Basic Area Studies Courses (English-speaking world)】** These courses are offered mainly for sophomores to acquire basic knowledge of the English-speaking world by learning in class on the history, culture, society or language related to the English-speaking world. Classes are delivered with a multidimensional approach, taking various forms, including lectures, group work, and pair work.

3. **【Major Language – Area Studies Courses (English-speaking world)】** From their freshman to senior years, students can deepen their knowledge of English and the English-speaking world as well as further improve their English proficiency through courses that students can select in accordance with their interests and concerns.

### **"Admissions policy"**

The Department of English Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of English-speaking countries and regions, and motivated to acquire a high level of English proficiency;
2. Welcomes students with solid experience in learning English who are equipped with the basic knowledge and skills to study high-level subjects in English and are prepared to be committed to their studies; and
3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in English or other foreign languages.

## **Department of German Studies**

### **"Education and Research Objectives"**

To cultivate advanced proficiency in the German language, and impart a broad base of knowledge (of humanities, social sciences, and the basic features of the German-speaking world) that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in the German language, and experts in research related to area studies and linguistics.

### **"Diploma policy"**

The Department of German Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to “B2” (level sufficient to study at an overseas university) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to “C1” (level sufficient to study at an overseas university).

1. Abilities related to receptive activities, including “listening” and “reading” German
2. Abilities related to productive activities, including “speaking” and “writing” in German
3. Abilities related to interactive activities, including communicating and negotiating in German
4. Activities related to mediating activities, including interpreting and translating German
5. The ability to understand the history, politics, economy, society and culture of German-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of German Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Compulsory Courses (Basic German I, II)】** These courses aim to have students acquire basic German proficiency through lecture-based classes and seminars centered on grammar and reading comprehension, as well as classes where native-speaker and Japanese faculty members collaborate to build further on students’ four language skills of “listening, speaking, reading and writing” through practicing in pair work, group work, presentations, etc. In communication classes, the instructor speaks mainly in German. All classes assume proactive class participation and self-motivated learning in and outside class.
2. **【Major Language -German III/Advanced reading comprehension】** Using the fundamental academic skills acquired in their freshman and sophomore years, students will learn high-level skills to practically use their language skills in their junior and senior years. Comprising mainly oral expression and listening comprehension, German III is taught mainly in German using various methods, including communication and presentations in pairs or groups, dictation to improve listening comprehension skills, etc. In Advanced Reading Comprehension, students will acquire the skills to read specialized text through reading high-level literature on language, thought and culture, and politics and society.
3. **【Major Language – Basic Area Studies Courses (German-speaking world)】** These courses aim to have freshmen and sophomores acquire the fundamental knowledge of the history, politics, economics, society, culture and language of the German-speaking world required to learn about the German-speaking world using German. Furthermore, students will acquire fundamental academic skills, including literature searching and report compilation. Students going abroad on Integrated Study Abroad and other programs will be prepared for living and learning at university in the German-speaking world. Classes will not only be delivered in the form of lectures, but also engage students in group work and presentations.
4. **【Integrated Study Abroad】** Credits for Basic German II, Area Studies (German-speaking world) and German III can be earned abroad at partner institutions located in the German-speaking world in the autumn semester of the sophomore year. Students returning from Integrated Study Abroad or Student Exchange Programs will take a course designated by the Department as a “Japan-German comparative studies” course (including translation and

interpretation) under the Faculty's Concentration course, to enhance inter-cultural communication skills and further comparative studies in each field by learning together with international students from the German-speaking world.

### **"Admissions policy"**

Department of German Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of German-speaking countries and regions, and motivated to acquire a high level of German proficiency;
2. Generally seeks students who wish to study German for the first time at the Department of German Studies, but also welcomes students with some experience in learning German who are prepared to be committed to enhancing their German proficiency through renewed systematic learning; and
3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in German or other foreign languages.

## **Department of French Studies**

### **"Education and Research Objectives"**

To cultivate advanced proficiency in the French language, and impart a broad base of knowledge (of humanities, social sciences, and the basic features of the French-speaking world) that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in the French language, and experts in research related to area studies and linguistics.

### **"Diploma policy"**

The Department of French Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to "B2" (level sufficient to study at an overseas university) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to "C1" (level sufficient to study at an overseas university).

1. Abilities related to receptive activities, including “listening” and “reading” French
2. Abilities related to productive activities, including “speaking” and “writing” in French
3. Abilities related to interactive activities, including communicating and negotiating in French
4. Activities related to mediating activities, including interpreting and translating French
5. The ability to understand the history, politics, economy, society and culture of French-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of French Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Compulsory Courses (Basic French I, II)】** These courses aim to have students acquire basic French proficiency across the four skills of “listening, speaking, reading and writing” in their freshman and sophomore years. Multiple faculty members (both Japanese and native speakers) engage in team teaching, using lectures, group work, pair work, and presentations, in accordance with the purpose of the class. Students are expected to participate in class proactively and to make daily study plans, including preparation and reviewing of classes.
2. **【Major Language – Compulsory Courses (Integrated French)】** These courses aim to have students use the fundamental academic skills acquired in their freshman and sophomore years to learn high-level skills to practically use their language skills in reading comprehension, expression and reading seminars targeting juniors and to acquire integrated French proficiency for applied use in integrated seminars for seniors. Classes take multifaceted forms, centered on group work and presentations.
3. **【Major Language – Basic Area Studies Courses】** These courses aim to have freshmen and sophomores acquire the fundamental cultural knowledge of the history, politics, economics, society, culture and language, etc. of countries and regions of the French-speaking world required in learning about the French-speaking world using French. Furthermore, students will acquire fundamental academic skills, including literature searching and report compilation.

### **"Admissions policy"**

Department of French Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of French-speaking countries and regions, and motivated to acquire a high level of French proficiency;
2. Generally seeks students who wish to study French for the first time at the Department of French Studies, but also welcomes students with some experience in learning French who are prepared to be committed to enhancing their French proficiency through renewed systematic

learning; and

3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in French or other foreign languages.

## **Department of Hispanic Studies**

### **"Education and Research Objectives"**

To cultivate advanced proficiency in Hispanic languages, and impart a broad base of knowledge (of humanities, social sciences, and the basic features of the Hispanic world) that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in Hispanic languages, and experts in research related to area studies and linguistics..

### **"Diploma policy"**

The Department of Hispanic Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to “B2” (level sufficient to study at an overseas university) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to “C1” (level sufficient to study at an overseas university).

1. Abilities related to receptive activities, including “listening” and “reading” Spanish
2. Abilities related to productive activities, including “speaking” and “writing” in Spanish
3. Abilities related to interactive activities, including communicating and negotiating in Spanish
4. Activities related to mediating activities, including interpreting and translating Spanish
5. The ability to understand the history, politics, economy, society and culture of Spanish-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Hispanic Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Compulsory Courses (Basic Spanish I, II)】** Students learn the four basic Spanish skills of “listening, speaking, reading and writing” in their freshman and sophomore

years. Through lectures and seminars on grammar, reading and creative writing focused on “reading” and “writing” skills, and classes centered on oral practice, students will build a foundation for Spanish proficiency. Collaboration among Japanese and native speaker faculty members enable students to efficiently learn a new language. Students are expected to participate in class with a positive attitude and to engage in proactive learning in and outside class.

2. **【Major Language – Compulsory Courses (Integrated Spanish)】** Juniors and seniors will build on their Spanish proficiency by selecting the field that they wish to particularly enhance : “speaking and listening,” “reading,” “reading and speaking,” “writing” and “reading and writing.” Students will use the fundamental academic skills acquired in their freshmen and sophomore years to acquire more practical and applicable proficiency. Classes will take various forms, such as lecture-based reading comprehension using practical teaching material, dictation aimed at higher listening comprehension skills using audiovisual rooms, group communication and presentations, and debates. Native speaker faculty use mainly Spanish in class and thus students learn academic contents in Spanish. Japanese faculty members are more focused on approaching advanced grammar and enhancing vocabulary by reading more sophisticated literature.
3. **【Major Language – Basic Area Studies Courses】** These courses aim to have freshmen and sophomores acquire fundamental knowledge of the history, politics, economics, society, culture and language of Spanish-speaking countries and regions (Spanish-speaking world). Classes are mainly lecture-based but also engage students in group work and presentations. Spanish-speaking Area Studies, offered under this course group, will enable students to acquire fundamental literacy, such as literature search and report compilation skills.

### **"Admissions policy"**

Department of Hispanic Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of Spanish-speaking countries and regions, and motivated to acquire a high level of Spanish proficiency;
2. Generally seeks students who wish to study Spanish for the first time at the Department of Hispanic Studies, but also welcomes students with some experience in learning Spanish who are prepared to be committed to enhancing their Spanish proficiency through renewed systematic learning; and
3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in Spanish or other foreign languages.

## Department of Russian Studies

### **"Education and Research Objectives"**

To cultivate advanced proficiency in the Russian language, and impart a broad base of knowledge (of humanities, social sciences, and the basic features of the Russian and Eurasian regions) that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in the Russian language, and experts in research related to area studies and linguistics.

### **"Diploma policy"**

The Department of Russian Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to “B2” (level sufficient to study at an overseas university) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to “C1” (level sufficient to study at an overseas university).

1. Abilities related to receptive activities, including “listening” and “reading” Russian
2. Abilities related to productive activities, including “speaking” and “writing” in Russian
3. Abilities related to interactive activities, including communicating and negotiating in Russian
4. Activities related to mediating activities, including interpreting and translating Russian
5. The ability to understand the history, politics, economy, society and culture of Russian-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Russian Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Compulsory Courses (Basic Spanish I, II)】** These courses aim to have students acquire basic Russian proficiency in their freshman and sophomore years. Freshmen are divided into “Grammar,” “Conversation” and “Integrated (integration of grammar and conversation)” courses taught by multiple faculty members. Students are given homework in every class and take around 25 exams annually. Sophomores are divided into “Drilling (Grammar),” “Conversation” and “Reading” courses. Students are given homework in almost every “Drilling” and “Conversation” class and take around 20 tests annually. Throughout the

freshman and sophomore years, oral practice and writing and creative writing practice are repeated, and the “Conversation” class engages students in role-playing and presentations. Students are expected to proactively participate in class and to prepare for and review classwork daily.

2. **【Major Language – Elective Course (Basic Spanish I, II)】** These courses aim to have students use the fundamental academic skills acquired in their freshmen and sophomore years to improve their reading, listening, speaking and creative writing skills. Courses on interpretation methodologies are also offered for students who seek to become interpreters in the future. Courses are divided into “Advanced” and “Intermediate” classes, but students with an advanced level of proficiency may take Advanced courses, and vice versa.
3. **【Major Language – Basic Area Studies Courses】** Courses that provide basic knowledge of Russian and Eurasian culture, history, society and economy are offered as Compulsory Courses for freshmen and sophomores.

### **"Admissions policy"**

Department of Russian Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of Russian-speaking countries and regions, and motivated to acquire a high level of Russian proficiency;
2. Generally seeks students who wish to study Russian for the first time at the Department of Russian Studies, but also welcomes students with some experience in learning Russian who are prepared to be committed to enhancing their Russian proficiency through renewed systematic learning; and
3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in Russian or other foreign languages.

## **Department of Luso-Brazilian Studies**

### **"Education and Research Objectives"**

To cultivate advanced proficiency in the Portuguese language, and impart a broad base of knowledge (of humanities, social sciences, and the basic features of the Portuguese-speaking world) that will provide the foundations for specialized research in fields such as area studies and linguistics.

### **"Human Resource Development Objectives"**

To produce individuals capable of contributing to increasingly globalized societies through advanced proficiency in the Portuguese language, and experts in research related to area studies and linguistics.

### **"Diploma policy"**

The Department of Luso-Brazilian Studies sets standards for the skills and knowledge students should acquire before graduations as described below. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma. The Department aims to have all students reach a level of proficiency equivalent to “B2” (level sufficient to study at an overseas university) under the Common European Framework of Reference for Languages (CEFR) at the timing of graduation and furthermore to have as many students as possible reach a level equivalent to “C1” (level sufficient to study at an overseas university).

1. Abilities related to receptive activities, including “listening” and “reading” Portuguese
2. Abilities related to productive activities, including “speaking” and “writing” in Portuguese
3. Abilities related to interactive activities, including communicating and negotiating in Portuguese
4. Activities related to mediating activities, including interpreting and translating Portuguese
5. The ability to understand the history, politics, economy, society and culture of Portuguese-speaking areas in the context of their global status and comparisons with Japan.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Luso-Brazilian Studies constructs its curriculum with courses aligned with the following purposes:

1. **【Major Language – Compulsory Courses (Basic Portuguese I, II)】** Students will learn the basics of Portuguese in their freshman and sophomore years. These courses aim to improve the four Portuguese language skills of “listening, reading, speaking and writing” through conversation and creative writing, grammar, reading comprehension (intensive reading and fast reading). Classes will take the form of lectures, oral repetition, group work, presentations, etc. in accordance with the purpose of the class. Self-motivated learning on the part of students is important in all classes.
2. **【Major Language – Compulsory Courses (Integrated Portuguese)】** Students will use the fundamental academic skills acquired in their freshmen and sophomore years to acquire more practical and applicable proficiency. Classes will be taught based mainly on communication, presentations and debates. Many of the faculty members in charge of each class are native speakers, and thus most classes are taught in Portuguese. Courses taught by Japanese faculty members involve reading sophisticated literature and lectures on advanced grammar.
3. **【Major Language – Basic Area Studies Courses】** These courses aim to have freshmen and sophomores acquire fundamental knowledge of the history, politics, economics, society, culture

and language of Portuguese-speaking countries and regions (Portuguese-speaking world). Classes are mainly lecture-based but also engage students in group work and presentations. Introduction to Portuguese-speaking Area Studies, offered under this course group, will have students compile an 8000-character report using area study methodologies, and thus enable them to acquire the skills to write a report or academic paper.

### **"Admissions policy"**

Department of Luso-Brazilian Studies:

1. Seeks students interested in various issues associated with the language, history, politics, economy, society and culture of Portuguese-speaking countries and regions, and motivated to acquire a high level of Portuguese proficiency;
2. Generally seeks students who wish to study Portuguese for the first time at the Department of Luso-Brazilian Studies, but also welcomes students with some experience in learning Portuguese who are prepared to be committed to enhancing their Portuguese proficiency through renewed systematic learning; and
3. Expects students to pursue specialized studies in the discipline or geographical area chosen from the nine Concentrations offered at the Faculty of Foreign Studies, supported by their practical proficiency in Portuguese or other foreign languages.

## 7. Faculty of Global Studies

### Department of Global Studies (For SPSF refer to the attachment)

#### "Education and Research Objectives"

To equip students, through systematic study of courses divided broadly into the categories of international relations and area studies, with (1) understandings of globality, (2) understandings of locality, (3) proficiency in multiple languages (English and regional languages), and (4) negotiating skills grounded in ethical awareness.

#### "Human Resource Development Objectives"

To produce graduates (international public intellectuals) capable of addressing both positive and negative facets of globalization, and contributing to the development of a collaborative society in which all people of the world move forward in partnership.

#### "Diploma policy"

The Faculty of Global Studies sets standards for the skills and knowledge that students who aim to become international public intellectuals seeking to achieve a fair society that protects human dignity in the globalizing world today. Those who fulfill the graduation requirements shall be deemed to have acquired these qualities and will be awarded a diploma.

1. An interest in social security, conflicts, poverty, development, immigrants, refugees, global environment, etc. and the ability to explain why such issues need to be solved globally.
2. The ability to understand the approaches and overall theory of international relations studies and area studies and consider issues from both perspectives combined.
3. The ability to shape problem-solving methodology analyze the positive and negative aspects of globalization in line with concrete case studies, using basic theories and demonstrative methods.
4. The ability to set up a research subject and perform research, combining two disciplines selected as disciplinary specialties: one area from International Politics Studies and Civil Society/International Cooperation Studies, and one from Asian Studies, Middle East and African Studies (or other area studies)
5. The ability to engage in dialogue with various others who live in different parts of the world and to cooperate in solving problems for the creation of an inclusive society.

#### "Curriculum policy"

In accordance with the Diploma Policy, the Department of Global Studies constructs its curriculum with courses aligned with the following purposes:

1. To have students study Global Studies and the basics of International Relations and Area

Studies that support it in lectures, and thus acquire core theories and methodologies as well as fundamental research skills and approaches. 【Course numbers 100-199】

2. To have students understand the dynamics of international politics and economy, and learn in lectures about the mechanism of international cooperation and civil society, and thus prepare for selecting their specialties 【Course numbers 200-299】
3. To have students learn about Asia, the Middle East and Africa, etc. from the perspectives of history, culture, politics, economics, etc. in lectures and thus prepare for selecting their specialties. 【Course numbers 200-299】
4. To have students select one area of International Relations - International Politics or Civil Society and International Cooperation - and one from Area Studies, including the two branches, Asia and Middle East and Africa, and have them conceptualize and implement solutions to global issues through lectures, etc. 【Lecture Course numbers 300-499】
5. To have students actively set up individual research questions regarding globalization issues and present relevant research results in academic papers and other clear forms. 【Self-motivated research: 200-299; Seminars: 400-499; Thesis and research: 400-499】
6. To have students acquire a supportive attitude toward the theme-based research of other individuals through small-group seminars where they can deepen mutual understanding through debate. 【Basic Seminar numbers 100-199; Seminars 400-499】
7. To have students enhance their proficiency of English, the language commonly spoken internationally, by taking English-taught courses, as well as to acquire multilingual skills by encouraging them to learn foreign languages other than English. 【Lecture Course number 200-】

### **"Admissions policy"**

The Faculty of Global Studies welcomes students who will engage in proactive efforts to build on their intellectual interests and motivation, and endeavor to contribute to the creation of a global inclusive society, as described below:

1. Those highly interested in the positive and negative dimensions of a globalizing world and have acquired a certain level of knowledge in high school classes associated with Modern Society.
2. Those highly interested in the richness of human society and culture created by the diversity of regions and people constituting the world who have acquired a certain level of knowledge in high school classes associated with Geography and World History
3. Those who can approach matters with evidence-based logical thinking and who have made continued efforts to address matters independently
4. Those who bear the English skills to read and comprehend the basic literature required to understand globalization trends

## 8. Faculty of Liberal Arts

### Department of Liberal Arts

#### **"Education and Research Objectives"**

The Faculty of Liberal Arts [FLA] provides an all-English liberal arts education in the fields of Comparative Culture, Social Studies, and International Business and Economics. While offering courses in such fields as well as cross-disciplinary courses, so as to allow a more organic, comprehensive understanding in the field, the FLA also aims to help students to achieve advanced language proficiency and intellectual criticality and flexibility in order to act as mediators between different cultures and countries. Through academic training and research, the FLA contributes to the understanding of current affairs in today's globalized world and also to the solving of the various social issues we face.

#### **"Human Resource Development Objectives"**

The purpose of the FLA education is to nurture students' cosmopolitan outlook, their language ability, and flexibility in thinking in order to act as bridges between different cultures within the context of globalization.

#### **"Diploma policy"**

The Faculty of Liberal Arts sets standards for the skills and knowledge students should acquire before graduation as described below. Those who have fulfilled the requirements will be awarded a diploma.

1. A well-rounded interdisciplinary education and a highly-developed ability to think and communicate in English.
2. The intellectual capacity to approach particular issues from both highly specialized and broad general perspectives.
3. The capability to integrate themselves in multi-cultural environments and participate in communal activities to contribute to the better understanding of various important socio-cultural issues.

#### **"Curriculum policy"**

In accordance with the Diploma Policy, the Faculty of Liberal Arts constructs its curriculum with courses aligned with the following purposes.

1. To develop the ability to think critically about a wide range of social and cultural issues, and to become proficient in discussing such matters in English. The Core Program is specifically designed to train students in these foundational skills.
2. To extend their capacity to understand the multiplicity of societies and cultures in the world

by taking a range of courses in the three distribution categories: Society and Culture, Cultural Traditions, Politics and Economy.

3. To acquire specialized knowledge in one of the three majors (Comparative Culture, International Business and Economics, Social Studies) while continuing to take courses from neighboring areas. By studying courses in various disciplines, students will obtain a broad and flexible perspective on important issues in today's world.

### **"Admissions policy"**

The Faculty of Liberal Arts of Sophia University welcomes students who are:

1. Motivated to become active and responsible members of the global community and to participate in the creation of social, economic, and humanistic values essential for its sustenance and betterment.
2. Intellectually curious and eager to improve their communication and analytical skills to constructively interact with others from diverse socio-cultural backgrounds.
3. Prepared to expand further their knowledge so that they become able to identify and approach with competence global issues.

## 9. Faculty of Science and Technology

### "Education and Research Objectives"

To have students gain academic knowledge of a specialized field as their foundation and acquire “cross-disciplinary understanding,” which is characterized by a wide range of knowledge that would enable them to view other fields objectively, through art/humanities-science integrated education, so that they can contribute to solving various problems in today’s highly diversified society.

### "Human Resource Development Objectives"

To foster human resources who can contribute to “scientific and technological development” by solving various problems in today’s highly diversified society with a broad vision acquired through knowledge of a specialized field and “cross-disciplinary understanding”.

### "Diploma policy"

The Faculty of Science and Technology aims to foster human resources who have gained understanding of the Christian humanism spirit and have acquired the ability to solve, with a broad and international perspective, the various scientific and technological issues challenging today’s highly diversified society, and who can pursue original research based on high ingenuity and creativity and thus contribute to the further advancement of science and technology. With a view to this aim, the faculty sets standards for the skills and knowledge students should have acquired upon graduation as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

### "Curriculum policy"

In accordance with the diploma policy, the Faculty of Science and Technology constructs its curriculum as follows:

To acquire fundamental abilities to solve scientific and technological issues from a broad international perspective through coursework in lecture-based Faculty of Science and Technology Categories I and II General Courses which students should commonly take.

Based on the above, to acquire specialized abilities through Departmental Core Courses centered on seminars and laboratory classes and to acquire the ability to pursue research with originality through Specialized Courses characterized by higher expertise.

### "Admissions policy"

The Faculty of Science and Technology seeks students who are interested in the science and technology embraced by today’s internationally diversified society:

1. Those who have acquired knowledge and a cultural appreciation of mathematics, natural science, and English, which are required for studying specialized courses in science and

engineering

2. Those who are logical thinkers, possess a broad perspective, and have strong communication skills in association with various problems in science and technology; and
3. Those who have an inquiring mind and are eager to unravel the mysteries surrounding natural phenomena and/or create technological innovations in science and technology.

## **Department of Materials and Life Sciences**

### **"Education and Research Objectives"**

To have students learn academic subjects, such as physics, chemistry, biology, environmental science, and materials science, in an interdisciplinary manner, understand the fundamentals of atoms, molecules, macromolecules, and materials related to natural phenomena, and improve their ability to apply and practice what they have learned.

### **"Human Resource Development Objectives"**

To develop human resources who have new perspectives of materials and life sciences can work toward the sustainable integration of the global environment with science and technology, so that they can contribute to creating materials and technologies on the basis of new concepts.

### **"Diploma policy"**

The Department of Materials and Life Sciences aims to foster human resources with integrated knowledge based on a broad perspective and a sense of life and materials harmonized with nature. With a view to this aim, the Department sets standards for the skills and knowledge students should acquire before graduation as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

1. Understanding of the fundamentals of natural science disciplines and safety and ethical/moral values regarding science and technology
2. The ability to understand physical, chemical and natural/living phenomena based on the fundamentals of physics, chemistry and biology.
3. The ability to systematically understand the fundamental of materials and life and contribute to the creation of substances ranging from atoms and molecules to polymers and biological materials as well as technology development.
4. The ability to contribute to solving science and engineering issues leading to substances and nanotechnology, harmonization of environment and life, and the creation of high-performance material by acquiring the ability to apply and develop what one has learned theoretically and technologically.

### **[Green Science Program]**

The Department of Materials and Life Sciences aims to foster human resources with integrated knowledge based on a broad perspective and a sense of life and materials harmonized with nature. With a view to this aim, the Department sets standards for the skills and knowledge students should acquire before graduation as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

1. Understanding of the fundamentals of natural science disciplines and safety and ethical/moral values regarding science and technology
2. The ability to understand physical, chemical and natural/living phenomena based on the fundamentals of physics, chemistry and biology.
3. The ability to systematically understand the fundamental of materials and life and contribute to the creation of substances ranging from atoms and molecules to polymers and biological materials as well as technology development.
4. The ability to contribute to solving science and engineering issues leading to substances and nanotechnology, harmonization of environment and life, and the creation of high-performance material by acquiring the ability to apply and develop what one has learned theoretically and technologically.

### **"Curriculum policy"**

In accordance with the Diploma Policy, the Department of Materials and Life Sciences constructs its curriculum as follows:

1. To understand the fundamentals of natural science disciplines and acquire safety and ethical/moral values regarding science and technology through coursework in Science and Technology Category I General Courses.
2. To acquire the fundamentals of the natural sciences in general, including physics, chemistry, biology, informatics, and mathematics through coursework in Faculty of Science and Technology Category II General Courses and simultaneously acquire skills in English comprehension and expression by becoming familiar with science and technology-related English communication
3. To acquire the ability to contribute to the creation of substances ranging from atoms and molecules to polymers and living molecules through coursework in Departmental Core Courses on materials and life (lectures and laboratory classes in physics, chemistry and biology).
4. To study highly academic contents on substances and nanotechnology, harmonization between environment and life, and the creation of high-function materials (Departmental Specialized Courses) and thus acquire problem-solving approaches to applied and emerging disciplines, interdisciplinary fields and human society.
5. To acquire the qualities of a researcher through small-group education where cutting-edge

disciplines are understood through graduate research and seminars, and findings are presented, thus acquiring the ability to apply and develop what has been learned theoretically and technologically.

### **[Green Science Program]**

In accordance with the Diploma Policy, the Department of Materials and Life Sciences constructs its curriculum as follows:

1. To understand the fundamentals of natural science disciplines and acquire safety and ethical/moral values regarding science and technology through coursework in Science and Technology Category I General Courses.
2. To acquire the fundamentals of the natural sciences in general, including physics, chemistry, biology, informatics, and mathematics through coursework in Faculty of Science and Technology Category II General Courses and simultaneously acquire skills in English comprehension and expression by becoming familiar with science and technology-related English communication
3. To acquire the ability to contribute to the creation of substances ranging from atoms and molecules to polymers and living molecules through coursework in Departmental Core Courses on materials and life (lectures and laboratory classes in physics, chemistry and biology).
4. To study highly academic contents on substances and nanotechnology, harmonization between environment and life, and the creation of high-function materials (Departmental Specialized Subjects) and thus acquire problem-solving approaches to applied and emerging disciplines, interdisciplinary fields and human society.
5. To acquire the qualities of a researcher through small-group education where cutting-edge disciplines are understood through graduate research and seminars, and findings are presented, thus acquiring the ability to apply and develop what has been learned theoretically and technologically.

### **"Admissions policy"**

The Department of Materials and Life Sciences seeks students with the potential to contribute to the unraveling of various phenomena of the natural sciences as well as technological development and the creation of new materials. We seek students interested in the harmonization of nature and science and technology and motivated to build new visions of materials and life that fit well with nature:

1. Those who fully understand high school level mathematics, science and English
2. Those who can think logically, possess a broad perspective, and have good communication skills
3. Those who show keen interest in natural science as well as eagerness toward contributing to the elucidation of various natural science phenomena, the creation of new materials, and technological development.

## **Department of Engineering and Applied Sciences**

### **"Education and Research Objectives"**

To cultivate a capacity to generate completely novel values and functions, through the acquisition of knowledge related to materials, devices, energy, machines, and systems founded on an in-depth understanding of physics and mathematics.

### **"Human Resource Development Objectives"**

To produce graduates capable of applying their broad general education and solid specialist knowledge flexibly in order to contribute to the resolution of various problems in science and technology.

### **"Diploma policy"**

The Department of Engineering and Applied Sciences, aims to foster human resources with solid fundamental knowledge of science and technology who can contribute to the acquisition of new physical values and the development of ingenious technologies. With a view to this aim, the department sets standards for the skills and knowledge students should acquire before graduation as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

1. The broad ability to address science and technology issues, acquired by studying the fundamentals of science and technology, including natural science disciplines.
2. The ability to contribute to the acquisition of new physical values and the creation of functions, nurtured by systematically studying physics, mechanical engineering and electrical engineering and electronics.
3. The ability to contribute to the development of ingenious technologies, acquired by studying physics, mechanical engineering and electrical engineering and electronics from the perspectives of “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and creating systems.”
4. The ability to pursue original research and thus contribute to the further advancement of science and technology, with the power to solve various science and technology issues acquired by theoretically and technologically applying and developing what one has learned.

### **[Green Engineering Program]**

The Department of Engineering and Applied Sciences, aims to foster human resources with solid fundamental knowledge of science and technology who can contribute to the acquisition of new physical values and the development of ingenious technologies. With a view to this aim, the department sets standards for the skills and knowledge students should acquire before graduation

as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

1. Qualities that can accommodate advancements in globalization through liberal arts and language studies.
2. The broad ability to address science and technology issues, acquired by studying the fundamentals of science and technology, including natural science disciplines.
3. The ability to contribute to the acquisition of new physical values and the creation of functions, nurtured by systematically studying physics, mechanical engineering and electrical engineering and electronics.
4. The ability to contribute to the development of ingenious technologies, acquired by studying physics, mechanical engineering and electrical engineering and electronics from the perspectives of “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and creating systems.”
5. The ability to pursue original research and thus contribute to the further advancement of science and technology, with the power to solve various science and technology issues acquired by theoretically and technologically applying and developing what one has learned.

### **"Curriculum policy"**

The Department of Engineering and Applied Sciences aims to foster the ability to contribute to society by acquiring “combined intelligence,” which is an integration of academic disciplines, such as “mechanical engineering,” “electrical engineering and electronics,” and “physics,” and key themes, including “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and system building.” In light of this and in accordance with the diploma policy, the Department constructs its curriculum with courses aligned with the following purposes.

1. To acquire qualities that can accommodate the advancement of globalization through coursework in courses aimed at nurturing broad cultural knowledge and widening global perspectives, English courses and courses for the understanding of Christian humanism, offered as university-wide General Courses and Language Courses.
2. To acquire the fundamentals of the natural sciences in general, including physics, chemistry, biology, informatics, and mathematics through coursework in Science and Technology Category I General Courses to nurture broad capacities to address various science and technology issues.
3. To broadly study the fundamentals of science and technology associated with physics, mechanical engineering and electrical engineering and electronics; select a discipline from physics, mechanical engineering and electrical engineering and electronics based on coursework in lectures, as well as laboratory classes and seminars offered as Departmental Core Courses and Departmental Specialized Courses; and therefore, foster the ability to

contribute to the acquisition of new physical values and creation of functions by systematically understanding each discipline. Also, to acquire science and technology-related English in order to be able to understand science and technology in English.

4. To acquire interdisciplinary abilities to apply and develop what has been learned in real society by using physics, mechanical engineering and electrical engineering and electronics. This is supported by allowing students to select lectures, laboratory classes and seminars from the perspectives of “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and system building” based on lectures, laboratory classes and seminars in Departmental Core Courses and Departmental Specialized Courses.
5. To acquire the qualities of a researcher by gaining understanding of cutting–edge disciplines and presenting findings through graduate research and to acquire the ability to apply and develop what has been learned theoretically and technologically.

### **[Green Engineering Program]**

The Green Engineering Program aims to foster the ability to contribute to society by acquiring “combined intelligence,” which is an integration of academic disciplines, such as “mechanical engineering,” “electrical engineering and electronics,” and “physics,” and key themes, including “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and system building.” In light of this and in accordance with the diploma policy, the Department constructs its curriculum with courses aligned with the following purposes.

1. To acquire qualities that can accommodate the advancement of globalization through coursework in courses aimed at nurturing broad cultural knowledge and widening global perspectives, English courses and courses for the understanding of Christian humanism, offered as university-wide General Courses and Language Courses.
2. To acquire the fundamentals of the natural sciences in general, including physics, chemistry, biology, informatics, and mathematics through coursework in Science and Technology Category I General Courses to nurture broad capacities to address various science and technology issues.
3. To broadly study the fundamentals of science and technology associated with physics, mechanical engineering and electrical engineering and electronics; select a discipline from physics, mechanical engineering and electrical engineering and electronics based on coursework in lectures, as well as laboratory classes and seminars offered as Departmental Core Courses and Departmental Specialized Courses; and therefore, foster the ability to contribute to the acquisition of new physical values and creation of functions by systematically understanding each discipline. Also, to acquire science and technology-related English in order to be able to understand science and technology in English.
4. To acquire interdisciplinary abilities to apply and develop what has been learned in real society by using physics, mechanical engineering and electrical engineering and electronics. This is

supported by allowing students to select lectures, laboratory classes and seminars from the perspectives of “energy creation and use,” “understanding substances and creating materials and devices,” and “manufacturing and system building” based on lectures, laboratory classes and seminars in Departmental Core Courses and Departmental Specialized Courses.

5. To acquire the qualities of a researcher by gaining understanding of cutting–edge disciplines and presenting findings through graduate research and to acquire the ability to apply and develop what has been learned theoretically and technologically.

### **"Admissions policy"**

The Department of Engineering and Applied Sciences seeks students with a strong educational background, comprising an appreciation of culture and extensive knowledge as well as solid expertise, who are able to contribute to solving various problems in science and technology by flexibly integrating their knowledge and expertise:

1. Those who fully understand high school level mathematics, science and English
2. Those who can think logically, possess a broad perspective, and have good communication skills
3. Those who show enthusiasm in broadly and deeply studying physics, mechanical engineering, and electrical and electronic engineering, which are covered the Department of Engineering and Applied Sciences, and who have a strong desire to contribute to society after graduation, using the academic knowledge and technology acquired.

## **Department of Information and Communication Sciences**

### **"Education and Research Objectives"**

To pursue the study of information in human, communicational, social, and mathematical contexts from foundations in information science, computer engineering, mathematics, and biology, and thereby cultivate a capacity for integrated and specialized analysis, synthesis, and application of information employing interdisciplinary approaches.

### **"Human Resource Development Objectives"**

To produce graduates capable of comprehending and accumulating information, knowledge and ideas developed by humans and society, and of advancing them through application to information technology contexts, in order to contribute to the creation of information structures, systems, and new information technologies that are useful to humans and society.

### **"Diploma policy"**

The Department of Information and Communication Sciences aims to foster human resources who

can have an deep and integrated understanding of humans and society based on “information,” human resources who can accumulate the knowledge, wisdom and experience possessed by humans and society and compile visual information, and human resources with expertise in at least one of the following themes: human information, information communications, social information, mathematical information, and who can organically combine such expertise to return to humans and society. With a view to these aims, the department sets standards for the skills and knowledge students should acquire before graduation as described below. Those who have fulfilled the requirements and have passed the thesis defense will be awarded a diploma.

1. The ability to understand “information” in the broad context of modern society in terms of its significance, principles and theory, and daily applications in various fields of society.
2. The ability to respond to various aspects of humans based on an understanding of human-related information processing, including the brain and nerves, senses, cognition and language, as well as human activity-related information processing, including human support and educational support.
3. The ability to take initiative in solving the various issues associated with the advancement of information and communication technologies based on an understanding of the fundamental ICT.
4. The ability to use and create cutting-edge information technologies based on an understanding of fundamental technologies associated with the generation, use, accumulation and distribution of information, such as IoT, artificial intelligence, databases, and software engineering.
5. The ability to take initiative in solving the various issues associated with information technologies in modern society, acquired by gaining knowledge of mathematics, which is essential in understanding all modern sciences, including information sciences.

### **"Curriculum policy"**

The Department of Information and Communication Sciences aims to foster the ability to analyze, integrate and develop information comprehensively and in a specialized manner, based on information sciences, communication engineering, mathematic sand biology, integrated learning of the information-related fields of humans, communications, society and mathematics, with the perspective of integrating arts and sciences. In accordance with the diploma policy, the Department constructs its curriculum with courses aligned with the following purposes.

1. To acquire the fundamental abilities to address the advancement of globalization through coursework in university-wide General Courses, Language Courses and courses for developing an understanding of Christian humanism. Also to acquire, mainly during the freshman and sophomore years, the basic academic skills to understand modern science through lectures, seminars and laboratory classes.
2. To acquire cross-disciplinary and integrated knowledge by learning both scientific and

engineering dimensions through courses ranging from those designed to develop understanding of humans, including human brains and neurological activity and sensory information, to those covering the measurement of human bodies and activity and application to welfare and education

3. In terms of software and hardware associated with information communications technologies, to acquire the fundamentals required of an information communications technician by learning expert technologies based on a comprehensive understanding of the entire system, in multiple basic courses that cover a broad range of technological fields, from system components to their integration.
4. To acquire the abilities required for fostering human resources who will use and create cutting-edge information technologies through courses ranging from basic engineering courses to applied courses incorporating social perspectives, in order to systematically understand various technologies associated with the generation, use, accumulation and circulation of social information contents.
5. For all students, to acquire minimal mathematical knowledge through basic mathematics courses in order to understand fundamental theories in all information-related disciplines. Also, for students seeking to pursue research in mathematics in the graduate program, to acquire specialized knowledge of modern mathematics by taking a specialized course on the subject.

### **"Admissions policy"**

The Department of Information and Communication Sciences seeks human resources with a strong educational background, comprising an appreciation of culture and extensive knowledge as well as expertise regarding information that is utilized in various fields, who are able to integrate, apply and further develop such knowledge and expertise. We seek human resources who are eager to take a unique approach in establishing future society against the backdrop of science and technology and supporting fundamental studies as well as “multiple intelligence” constructed by integrating pieces of knowledge associated with humans and society:

1. Those who have acquired solid basic academic skills that will serve as a foundation for studying information science, communications engineering, mathematics, and biology.
2. Those who have the logical thinking skills, broad perspective, and good communication skills required to identify and solve academic issues.
3. Those who show enthusiasm in studying multiple information-related fields, namely “human information,” “communication information,” “social information,” and “mathematical information,” and thus contribute to the elucidation of principles that help the understanding of phenomena, the establishment of new systems, and technology development.

## 10. Common matters related to the Diploma policy

A broad perspective and a good command of a foreign language as expected of a person who lives “for others, with others.” acquired through General Studies and Language Courses.

## 11. Curriculum policy for General Studies

In the process of preparing an English version

## 12. Curriculum policy for language courses

Founded by Jesuit missionaries from Germany, France, Great Britain and Japan, Sophia University has been recognized for its strong international appeal, and its long commitment to foreign language education. The tradition still lives with us, in our current age of globalization when linguistic and cultural diversity—or multilingualism and multiculturalism—is seen as the source of strength rather than conflict in our society. Based on our policy to promote plurilingualism, with the aim of each of us being able to function in two or more languages, the Center for Language Education and Research offers courses on a variety of languages such as English, Japanese, European, Asian, and African languages. Our goal is to help all the students acquire the following knowledge and skillsets, preparing our students further for a globalized world.

- 1) Working knowledge of foreign languages required to become successful in an increasingly globalized world, focusing on diversity as an essential concept
- 2) Basic skills to logically formulate, present, and engage in discussion using a foreign language
- 3) Understanding of different languages and cultures

In order to achieve the above objectives, we have set out the following curricula for English, modern languages, and Japanese:

### English

Freshmen are required to take Academic Communication 1 and Academic Communication 2. These courses are taught using a Content and Language Integrated Learning (CLIL) approach. In AC1, students will develop the skills to study and think in English through an English for Academic Purposes (EAP) course. In AC2, students will apply the skills they learned in AC1, and further develop their critical thinking and collaborative skills by studying academic subjects or topics. In order to cultivate the ability to use the language functionally, those who have

successfully completed the AC1 course can also enroll in Elective Courses, in accordance with their areas of specialty, learning needs, and interests.

### **Modern languages**

For learners of German, French, Spanish, Italian, Chinese, and Korean, the Center mainly offers twice-a-week courses designed to improve students' skills in listening, speaking, reading, and writing in a balanced way. There are five levels, from elementary to advanced, and students will be placed in one of them so that they can acquire the essential skills they need at each level. Furthermore, in order to practice applying those skills, students can register for electives, depending on their specific goals and interests. Learners of languages other than the six listed above can also begin at elementary level and proceed to higher levels. The courses are designed to help students nurture their ability to use the language with a special focus on functionality, bearing in mind the characteristics of each language.

### **Japanese**

The Center offers a variety of courses for students with diverse learning needs and backgrounds. Such students include both non-native speakers who are international students from Asia, Europe, and America, and native speakers who were raised abroad or at international schools in Japan. Students can choose those courses that match their specific needs, aimed at the development of their functional use of language at each level.

## **13. Undergraduate Admissions Policy**

### **1) Undergraduate Admissions Policy**

Offering an education founded on the spirit of Catholicism, Sophia University aims to develop human resources with a focus on the four pillars provided below, and welcomes students who seek to enhance these qualities.

- 1. Nurturing the Christian humanism spirit:** Embracing and understanding Christian humanism, or Sophia University's founding philosophy, developing personalities through serving others and society, and engaging in self-improvement in pursuit of the truth and genuine freedom.
- 2. Nurturing leadership in serving others:** Fostering the spirit of "Men and Women for Others, with Others," acknowledging the benefits gained from society, assuming the associated responsibilities, and nourishing the basic skills required for leadership.
- 3. Fostering global competency:** Embracing an interest in global issues, acquiring the skills to communicate in several languages, understanding and positively accepting cultural

differences and being able to bridge them.

- 4. Gaining an appreciation of a wide range of culture and acquiring knowledge and skills in one's specialized discipline:** Acquiring the basic skills expected of an adult, including an appreciation of culture and communication skills, as well as acquiring the expertise and specialized skills of the disciplinary field they are majoring in.

Associating the four abovementioned pillars with the three factors of academic performance, Sophia University seeks students who endeavor to enhance “self-initiative, dialogue and collaborativeness ” in the context of pillars **1** and **2**, students who endeavor to deepen their “thinking abilities, judgment and presentation skills” in the context of pillar **3**, and students who aspire to acquire “knowledge, an appreciation of culture and skills,” in the context of pillar **4**.

## **2) Details of Admissions policy for each entrance examinations**

In the process of preparing an English version

**Attachment:**

**Education and Research Objectives and Human Resource Development Objectives and Diploma policy, Curriculum policy, and Admissions policy of the Department with SPSF**

In the process of preparing an English version