## For entrants in FY 2023

Appended Form 1

## Specifications for Major Program

Name of School（Program）［School of Integrated Arts and Sciences（Program of Integrated Arts and Sciences）］

| Program name（Japanese） | 総合科学プログラム |
| :---: | :---: |
| （English） | Integrated Arts and Sciences |

## 1．Degree：Bachelor of Arts and Sciences

## 2．Outline

The Department of Integrated Arts and Sciences provides an Integrated Arts and Sciences Program with an interdisciplinary approach，synthesis and creativity as its basic principles．To achieve the diploma policy（graduation and degree conferral policy）（explained later），the Program offers an education with the content described in the Curriculum Policy（curriculum formation and implementation policy）section below．The Program is characterized by its continuous and integrated approach to Liberal Arts Education and Specialized Education．

In their first year，along with Liberal Arts Education Subjects，students are required to take Specialized Education subjects：Invitation to Integrated Arts and Sciences and Introduction to Integrated Arts and Sciences，to foster a basic attitude of inquiry directed at discovering and solving problems based on ways of thinking backed by integrated arts and sciences．

To allow students to study systematically，three educational fields（Human Research Division，Natural Sciences Research Division，and Social Studies Research Division）have been established，in each of which four Courses are provided．The educational fields and Courses are not independent from each other，but are interrelated，forming a Comprehensive Academic Network for Science（see the attached figure）．

Students will choose one educational field in their second year，and expand their expertise by focusing on Course subjects within their chosen educational field．By simultaneously taking subjects in other fields，they will acquire interdisciplinary and comprehensive knowledge，methodology and perspective．

Students have a great deal of freedom to select subjects in their chosen Course；they can take subjects focusing more on interdisciplinary and comprehensive ones，or on subjects in their specialized area．Apart from the Courses in the educational fields，there are＂Interdisciplinary Subjects，＂＂Specialized Foreign Language Subjects＂and ＂Multidisciplinary Subjects．＂In Interdisciplinary Subjects，students will learn what kind of interdisciplinary research themes can be developed from the specialized field they are studying．Specialized Foreign Language Subjects are designed to help students develop specialized foreign language competencies．In the Multidisciplinary Subjects， students will learn，together with students of the Department of Integrated Global Studies，the basic knowledge and methodologies of various disciplines，which form the basis when considering various social problems in a comprehensive manner．After graduation，students will advance to a graduate school or go out into the world as human resources who can play an active role in diverse fields using the comprehensive knowledge and thinking ability that they have acquired in this Program as their selling points．The Program also caters for students who wish to obtain the Type－1 High School Teaching License（in geography／history，civics，mathematics，science or foreign language［English］）．
3. Diploma Policy (Graduation and Degree Conferral Policy)

With an interdisciplinary approach, synthesis and creativity as its basic principles, the Integrated Arts and Sciences Program offers specialized education, emphasizing advanced liberal arts education. The Program aims to nurture independent and autonomous individuals who possess comprehensive knowledge and thinking ability.

This Program grants a Bachelor of Arts and Sciences to students who, in addition to acquiring the following abilities, have completed the prescribed number of credits.

1. The ability to play a leading role in addressing various problems facing modern society, through studies in three educational fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division) based on intellectual curiosity for interdisciplinary fields that span several academic disciplines
2. The ability to seek to create a new academic field that goes beyond the frameworks of the three educational fields, on the basis of deep thinking, creative perspective and rich imagination
3. The ability to pursue broad academic interests-without being constrained by their area of specialization-through interdisciplinary studies, and to respond to new situations and environments from a comprehensive perspective
4. The ability to play an active role in the local community and international society by persuasively asserting their own views, while having empathy for and understanding of different cultures and fields from a global perspective
5. Curriculum Policy (Curriculum Formation and Implementation Policy)

The Integrated Arts and Sciences Program organizes and implements the following educational curriculum in order to realize the diploma policy set forth for the program. The program provides education and learning that utilizes active learning, experiential learning, online education, etc., according to the educational content of lectures and seminars.:

1. Liberal Arts Education aims to cultivate within students awareness of peace, a broad and deep cultural sensitivity, comprehensive judgment and rich humanity, and to develop academic interest in a wide range of fields and cultivate the ability to approach things in an interdisciplinary and comprehensive manner. To this end, the curriculum is designed to help students develop practical foreign language skills, international perspective and the ability to understand different cultures, information utilization skills, and communication skills.
2. In parallel with Liberal Arts Education subjects, students are required to take a specialized education subject "Invitation to Integrated Arts and Sciences" in the first semester of the first year. This subject is designed to deepen students' understanding of a comprehensive scientific approach to addressing complex problems facing modern society, through lectures and student discussions on the history and current state of academic disciplines, which have become increasingly fractionalized, expectations and challenges toward integrated arts and sciences, and the history of the School of Integrated Arts and Sciences. In the second semester of the first year, students are required to take another Specialized Education subject "Introduction to Integrated Arts and Sciences." This subject is designed to help students understand the outline of three educational fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division) and four Courses in each educational field, and deepen their understanding of the practice of integrated arts and sciences through Problem-Based Learning (PBL) and group presentations.
3. In their second year, students are required to select their research area from the three educational fields, and further decide on their core Course from the four Courses offered in their chosen educational field. While deepening their specialized knowledge by pursuing studies in their chosen core Course, students are expected to acquire interdisciplinary and comprehensive knowledge, methodology and perspective by simultaneously taking subjects in other educational fields through utilizing the flexible course registration system. "Multidisciplinary Subjects," which can be taken by students in both the Department of Integrated Arts and Sciences and the Department of Integrated Global Studies, aim to help students learn basic knowledge and methodologies of various academic fields. Students will acquire well-balanced knowledge by taking subjects offered in the three fields of human sciences, social sciences and natural sciences.
4. In the upper years, in addition to core Course subjects in their chosen educational field, students will take "Interdisciplinary Subjects," which involve lectures introducing cross-field, interdisciplinary research projects, seminars aiming at establishing new interdisciplinary themes, and experiments \& seminars for learning interdisciplinary methods. Interdisciplinary Subjects are designed to improve students' scientific literacy and deepen their knowledge of research ethics while nurturing their understanding of the feasibility of interdisciplinary research, and to encourage them to take on specific challenges in integrated arts and sciences. In addition, as "Specialized Foreign Language Subjects," seminar subjects are offered to allow students to further improve their practical foreign language skills from a global perspective, so that they can deliver research presentations and communicate effectively in an international environment, and also to deepen their understanding of methodologies of integrated arts and sciences.
5. In their fourth year, under the guidance of their chief academic advisor and two sub-academic advisors, who are selected from faculty members in their educational field, students will determine a research theme from their own unique perspective and work independently on a special research thesis (graduation thesis) as a culmination of undergraduate studies.
6. Student achievement is evaluated in two aspects: grades of subjects taken and the degree of achievement of the set learning goals of the Integrated Arts and Sciences Program.

## 5. Start of the program /Admission conditions

This Program will start at the time of admission. In the School of Integrated Arts and Sciences, although the entrance examinations are divided into arts subjects and science subjects, neither class of admission will affect the acquisition of credits or the selection of an educational field after admission. All students are strongly advised to take Liberal Arts Education Subjects in drafting their course registration plan.
6. Qualification(s)

Type-1 High School Teaching License (in geographical history, civics, mathematics, science, or a foreign language (English)
7. Class subjects and class content

* See the Table of Registration Standards on Attached Sheet 1 for your class subjects.
* See the syllabus announced for each fiscal year for class contents.


## 8. Academic achievements

* See the relationships between the evaluation items and evaluation criteria on Attached Sheet 2.
* See the relationships between the evaluation items and class subjects on Attached Sheet 3 .
* See the Curriculum Map on Attached Sheet 4.

9. Graduation thesis (graduation research) (placement and method \& time of assignment)
1) Conditions for special research

At the end of the third year, students are required to have completed at least 100 credits (excluding subjects related to the teaching profession, internships, and class subjects related to education to eliminate discrimination (against certain social groups), including the "Invitation to Integrated Arts and Sciences" and "Introduction to Integrated Arts."
2) Timing and method of choosing academic advisors

- Academic advisors are composed of chief academic advisors and several sub-academic advisors
- Students select their chief academic advisor from faculty members from their educational field in principle (see Attached Sheet 5).
- In selecting their chief academic advisor, students will visit the faculty members whom they wish to be their chief academic advisors in the educational field that is given from July through October in the third year, and are then required to prepare a "Report on the Interview Related to the Selection of an Academic Advisor for Special Research," and submit it to their tutor.
- Based on the Report on the Interview, students must prepare a "Request for Desired Chief Academic Advisors for Special Research" in consultation with their tutor for the third year, and submit it to the Student Support Office by November 15. The Notification of Decision for Chief Academic Advisor will be posted on the bulletin board by December 26. If you wish to change your chief academic advisor, you must submit "Request to Change the Chief Academic Advisor for Special Research" to Support Office for the fields of Integrated Arts and Sciences (in charge of Undergraduate Program) by February 10 in your third year.

3) Start of special research

- Students shall start their special research after selecting their academic advisor in principle.
- Students can temporarily select an academic advisor on or after August 1 in the third year, and can work on their research sooner, if they wish. To this end, they are required to have obtained at least 80 credits by the end of the second semester in the second year.

10. Responsibility system
(1) PDCA responsibility system ("Plan," "Do," "Check," and "Act")

- An Educational Field Committee will be established to implement and assess the bachelor's degree course.
- The study leader for the educational field shall be the Chair of the Educational Field Committee who will be assisted by the Deputy Chair.
- The Chair and Deputy Chair of the Educational Field Committee shall be responsible for the implementation of the Program.
- The Course Registration Sub Committee, which is established under the Educational Field Committee, shall receive consultations on course registration from students, and cooperate with their tutors.
- The Course Registration Guidance Meeting by Field, which is established for each educational field, shall give concrete course registration guidance to students and shall adjust their course registration.
- The Dean of the School shall have the overall responsibility for assessment/evaluation and improvements.
(2) Program assessment

1) Criteria for assessing the Program

- Whether the class subjects are systematically arranged properly to achieve the goal
- Whether the class contents are appropriate for systematization
- Whether students can be said to have achieved a certain standard in attaining their goals

2) Implementing the assessment

- After the end of the final class of each semester, students will assess their classes through a questionnaire

3) Ideas and method of feedback for students

- In assessing individual classes, the opinions of faculty members and the assessment results will be discussed within the Educational Field to improve the assessment.
- The Program on the whole shall be assessed by the Educational Field Committee, the Office of Undergraduate School Dean and the Evaluation Committee in cooperation.


## Attached Table (Article 5 of the Detailed Regulations for the School of Integrated Arts and Sciences)

The number of class subjects and the number of credits required for graduation are indicated in the table below. Please confirm the details including Note 1 through Note 12 before registering for your courses.


| Foundation Courses | 6 |  | If you obtain more than six credits from the Foundation Courses, the extra credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences). <br> (Note 3) (Note 5) | 1 or 2 | Elective <br> /Required | '1st' |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Specialized Education Subjects(Note 6) | 2 | 78 | Invitation to Integrated Arts and Sciences | 2 | Required | '1st' |
|  | 2 |  | Introduction to Integrated Arts | 2 | Required | '1st' |
|  | 4 |  | Interdisciplinary subjects <br> (Note 7) | 1 or 2 | Elective <br> /Required | "1st" |
|  |  |  | Specialized Foreign Language Subjects <br> (Note 7) | 2 |  | "2nd" |
|  | 48 |  | Educational Field Subjects (Note 8) (Note 9) | 1 or 2 | Elective /Required | "2nd" |
|  | 6 |  | At least 6 credits from Multidisciplinary Subjects (Note 10) | 1 | Elective /Required | "2nd" |
|  | 10 |  | Free elective subjects (Note 9) (Note 11) | $1 \sim$ | Free elective | "1st" |
|  | 6 |  | Special Research | 6 | Required | '4th' |
| No. of credits required for graduation | 128 |  |  |  |  |  |

Note 1: Figures in single quotes (' ') indicate the standard year for starting the related subjects. Students who fail to obtain a credit(s) in said academic year can take the subject again after that semester. Figures in double quotes ("") indicate the year to start the related subjects, and you can take classes offered in and after that academic year.
Note 2: You can substitute the credits you have obtained in "Field Research in the English-speaking World" based on short-term language study abroad or other relevant program, or by taking "Online English Seminar I \& II \& III" or "Advanced English for Communication" based on self-learning for English credits (4 credits) necessary for graduation. Also, there is a Credit Transfer System based on foreign language proficiency tests and language training. For details, see items related to English in Liberal Arts Education appearing in the Handbook for Students, "Handling of Credit Accreditation Based on Foreign Language Proficiency Tests, etc." and "Agreements Related to Credit Accreditation for Language Training at Overseas Training Institutions."
Note 3: It is desirable to take the Realm-based Subjects and Basic Subjects each with a good balance, even after subjects from the Specialized Education Field begin to be offered from the second year. Subjects from each field should be well-balanced in the Realm-based Subjects, and Basic Subjects should be taken in a good balance regardless of humanities subjects and science subjects
Note 4: Be sure to take "Introduction to Information and Data Sciences." In addition, select one subject from "Fundamental Data Science" and "Ground zero programming" and "Data science for education."
If you obtain more than four credits from the Information and Data Science Courses, the extra credits can be counted as credits in Area Courses (Courses in Arts and Humanities / Social Sciences and Courses in Natural Sciences).
Note 5: (1) "Elements of Calculus" can be taken only by students who did not study a subject equivalent to Mathematics III in high school.
(2) "Basic Concepts of Chemistry" can be taken only by students who did not study a subject equivalent to Chemistry (Chemistry Basics not included) in high school.
Note 6: Credits obtained in "Subjects Related to Teaching Profession," "Internship" and "Subjects Taken as Part of Minor Program" cannot be included in the number of credits required for graduation.
Note 7: If you obtain more than four credits from Interdisciplinary Subjects and Specialized Foreign Language Subjects combined, the extra credits can be counted toward free elective subjects.
Note 8: (1) To take Educational Field Subjects, you must choose and register one field that you wish to study intensively from three Educational Fields (Human Research Division, Natural Sciences Research Division, and Social Studies Research Division).
(2) Choose one Course that you wish to study intensively from the registered Educational Field, and set the group as your main Course.
(3) To obtain the 48 credits in Educational Field Subjects, you should take classes from those offered in all Courses in the Educational Field (hereinafter "All Class Subject Groups"). In that case, you must obtain 12 credits in total in all Courses other than the main Course.
(4) The number of credits obtained in Educational Field Subjects can be added to the credits obtained in Free Elective Subjects following the steps below in the final results for course registration in the final year.
(1)The number of credits in each Course beyond the number of credits in each main Course
(2)The number of credits in all the Educational Field Subjects obtained beyond the 48 credits

Note 9: At least six credits in classes offered in a field other than the registered Educational Field (limited to those offered to Courses) must be included in those for Educational Field Subjects or in the Free Elective Subjects.
Note 10: Classes of Multidisciplinary Subjects are taught in English or Japanese. Credits from the same subject taken both in English and Japanese will only be counted once toward graduation. Students must complete a total of six credits, two each from the three fields of human science, social science and natural science. Any credits earned exceeding the minimum required credits for graduation (i.e. six credits) can be counted toward free elective subjects.
Note 11: Class subjects offered by other schools, etc. may be included.

| Academic achievements |  |  | Evaluation criteria |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Evaluation items | Excellent | Very Good | Good |
|  | (1) | Knowledge and understanding of the importance and characteristics of each discipline and basic theoretical framework. | Being able to systematically fully understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines and explain them. | Being able to understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines and explain them. | Being able to partially understand the importance, characteristics, basic theoretical frameworks and features of individual academic disciplines. |
|  | (2) | Knowledge and understanding of "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas. | Fully being able to understand, appropriately send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas. | Fully being able to understand, send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas. | Being able to understand, generally send, and receive "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas. |
|  | (3) | The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic diciplines. | Being able to fully understand, recognize, and appropriately explain the mutual relations and their importance among individual academic disciplines. | Being able to fully understand, recognize, and explain the mutual relations and their importance among individual academic disciplines. | Being able to fully understand, recognize, and partially explain the mutual relations and their importance among individual academic disciplines. |
|  | (1) | The ability and skills to collect and analyze necessary literature or data among various sources of information on individual academic disciplines. | Being able to fully collect and precisely analyze necessary literature or data among various kinds of information on individual academic disciplines. | Being able to fully collect and analyze necessary literature or data among various kinds of information on individual academic disciplines. | Being able to collect and partially analyze necessary literature or data among various kinds of information on individual academic disciplines. |
|  | (2) | The ability and skills to specify necessary theories and methods for consideration of issues. | Being able to exactly specify necessary theories and methods for consideration of issues, and fully make use of them. | Being able to exactly specify necessary theories and methods for consideration of issues, and make use of them. | Being able to specify necessary theories and methods for consideration of issues, and partially make use of them. |
|  | (3) | The abilities and skills to summarize one's own research in reports or academic papers, and to deliver presentations at a seminar or research meetings, and to | Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and answer questions precisely. | Being able to summarize research results in reports or academic papers, deliver presentations at seminars or research meetings, and answer questions. | Being able to summarize research results in reports and academic papers, deliver presentations at seminars or research meetings, and answer most questions. |
|  | (1) | The general ability to discover issues based on the ethics in research and subjective intellectual interests, and make planning to solve them. | Being able to discover issues based on the ethics in research and subjective intellectual interests, and make effective planning to solve them. | Being able to discover issues based on the ethics in research and subjective intellectual interests, and make planning to solve them. | Being able to discover issues based on the ethics in research and subjective intellectual interests, and partially make planning to solve them. |
|  | (2) | The ability to conduct research proactively by combining knowledge, understanding, and skills for the tasks, based on flexible creativity and imagination. | Being able to sufficiently conduct research by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination, | Being able to conduct research by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination, | Being able to conduct research mostly by combining knowledge, understanding, ability, and skills for the tasks, based on flexible creativity and imagination. |
|  | (3) | The general ability to logically and simply explain one's own ideas on ways of solving issues to people in different culture and areas, and demonstrate leadership in discussion. | Being able to logically and simply explain one's own ideas on ways of solving issues to peoples in different culture and areas, and fully demonstrate leadership in discussion. | Being able to logically and simply explain one's own ideas on ways of solving issues to peoples in different culture and areas, and demonstrate leadership in discussion. | Being able to explain one's own ideas on ways of solving issues to peoples in different culture and areas, and partially demonstrate leadership in discussion. |

Placement of the Liberal Arts Education in the Major Program
The Program in Integrated Arts and Sciences places Liberal Arts Education as an opportunity "to cultivate the foundations of the ability to understand things in an interdisciplinary and comprehensive fashion by broadly encouraging an interest in study," rather than just "acquiring the basic knowledge and techniques directly leading to students' specialties." The detailed learn ing contents to be acquired are as follows:
$\cdot$ Rich sensibility and flexible ideas, understanding of peace from a diversified standpoint, and understanding mutual relationships between fields, etc.
Broaden students' perspectives, and change their viewpoints.

- Acquisition of basic knowledge, language skills, and the ability to utilize information, understanding physical strength and health, etc.
$\stackrel{\downarrow}{\text { Create a foundation for learning. }}$

Relationships between the evaluation items and class subjects

| Subject Classification | Subject Name |  |  | Grade |  |  |  |  |  |  | Evaluation items |  |  |  |  |  | Comprehensive Abilities |  |  |  |  |  | Totalweightedvalues oflevaluationitemsineitesubject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Knowledge and Understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | (1) |  |  |  | (3) |  | (1) |  | (2) |  | (3) |  | (1) |  | (2) |  | (3) |  |  |
|  |  |  |  |  |  |  | ${ }^{\text {Weighted }}$ (ealus of | ${ }^{\text {Weiphted }}$ Welues |  | $\underbrace{\substack{\text { values of }}}_{\text {Weiehted }}$ | Weithted | Weiphted | $\pm$ | ${ }^{\text {Weitated }}$ | ${ }^{\text {Weiphted }}$ (values of | ${ }^{\text {Weiphted }}$ Wedues | Weithed |  | Weiehted | Weiphted |  | ${ }^{\text {Weighted }}$ |  |
|  |  |  |  |  |  |  |  |  |  |  | evalatao |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | ${ }_{\text {den }}^{\substack{\text { tems in } \\ \text { the }}}$ |  | $\underbrace{\substack{\text { items in } \\ \text { the }}}_{\text {leme }}$ | tems | $\underbrace{\substack{\text { the }}}_{\text {ditems in }}$ |  | $\underbrace{\text { items in }}$ the |  | $\underbrace{\substack{\text { the }}}_{\text {diems in }}$ |  | $\left.\right\|_{\text {diems in }} ^{\substack{\text { the }}}$ |  | $\underbrace{\substack{\text { item in } \\ \text { the }}}_{\text {den }}$ |  |  |  | ${ }_{\text {mas in }}$ | jiems |  |
| Liberal Ants Education | Introductory Seminar for First-Year Students | 2 | named | 1 | - | $\cdot$ | - | - | - | - | - | - | 50 | 1 | 50 | 1 | - | $\cdot$ | - | $\cdot$ | . | $\cdot$ | 100 |
| Liberal Ats Education | Introduction to University Education | 2 | nexum | 1 | 50 | 1 | 25 | 1 | 25 | 1 | - |  |  |  | . |  |  |  | . |  | . | . | 100 |
| Liberal Arts Education | Peace Science Courses | 2 | nenum | 1 | 50 | 1 | 25 | 1 | 25 | 1 | - | . | $\cdot$ | . | - | . | - | . | - | . | . | . | 100 |
| Liberal Ants Education | Foreign Languages | 1 | Hes | 1 |  |  | 100 | 1 |  | . | . |  |  |  |  |  |  |  |  |  | . | - | 100 |
| Liberal Atts Education | Information Courses | 2 | \% | 1 | . |  | - | . | . | . | 100 | 1 | $\cdot$ | - | . |  | - | . | . |  | . | . | 100 |
| Liberal Ants Education | Advanced Seminar | 1 | remeataie | 1 | . | . | . | - | . | - | $\cdot$ | . | 20 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 100 |
| Liberal Arts Education | Area Courses | 10 r 2 | cestare | 1 | 50 | 1 | 25 | 1 | 25 | 1 | - |  | . | . | . |  | . |  | . | . | . | . | 100 |
| Liberal Ants Education | Health and Sports Courses | 1 102 | amate | 1 | 100 | 1 | . | . | - | . | - | . | . | . |  | . |  |  |  |  |  |  | 100 |
| Liberal Ants Education | Social Cooperation Courses | 1or2or | remematio | 1 | - | . | - | . | . | . | . | . | . | . | . | . | 25 | 1 | 25 | 1 | 50 | 1 | 100 |
| Liberal Ants Education | Foundation Courses | 1or2 | romematio | 1 | 100 | 1 | . | . | . | . | - | . | . | . | . | . | . | . | . | . | . | . | 100 |
| Liberal Atst Education | Invitation to Integrated Arts and Sciences | 2 | namied | 1 | . | . | . | . | 50 | 1 | - | . | . | . | 50 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | Introduction to Integrated Arts and Sciences | 2 | nenime | 1 | . | . | $\cdot$ | . | 50 | 1 | - | . | $\cdot$ | - | 50 | 1 | . | - | - | - | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Special Study | 6 | nentice | 4 | . |  | . | . | . | . | . | . | . | . | 25 | 10 | 25 | 10 | 25 | 10 | 25 | 10 | 100 |
| $\begin{array}{\|c} \hline \text { Multidisciplinary Subjects } \\ \hline \text { Human Studies } \\ \hline \end{array}$ | World Englishes | 1 | vomemetion | 2 | 25 | 1 | - | - | - | - | 25 | 1 | $\cdot$ | - | - | . |  | . | . | . | 50 | 1 | 100 |
| Multidisciplinarany Subsjects Human Studies | Foreign Minorities in Japan (E) | 1 | memataim | 2 | 50 | 1 | - | . | . | . | 25 | 1 | . | . | . | . | 25 | 1 | . | . | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Muman Studies } \\ \hline \text { Multidisisiplinary Subjects } \\ \text { /Human Studies } \\ \hline \end{array}$ | Japanese Buddhism (E) | 1 | nemataie | 2 | 40 | 1 | 30 | 1 | . | . | . | . | 30 | 1 | . | . | . | . | . | . | . | . | 100 |
|  | Behavioral and Health Sciences | 1 | ${ }^{\text {ramem }}$ | 2 | 100 | 1 | . | . | . | . | . | . | . | . |  | . | . | . | . | . | . | . | 100 |
| Multidiscipininary Subjects IHuman Studies | $\underbrace{\substack{\text { Hinduism and Buddhism in South }}}_{\text {Asia(E) }}$ | 1 | Mreataine | 2 | 30 | 1 | 30 | 1 | . | . | - | . | . | . | 40 | 1 | . | . | - | . | . | - | 100 |
| Multidisciplinary Subjects Human Studies | Japanese Arts and Aesthetics (E) | 1 | rmemation | 2 | 50 | 1 | - | . | 50 | 1 | - | . | . | . | - | . | - | - | . | . | . | - | 100 |
| Multidisciplinary Subjects <br> /Human Studies | New Media and Art (E) | 1 | romeatain | 2 | 100 | 1 | . | . | . | . | $\cdot$ | . | . | - | . | . | . | . | . | . | . | $\cdot$ | 100 |
|  | Social Psychology (E) | 1 | cemaire | 2 | 100 | 1 | $\cdot$ | - | . | . | $\cdot$ | . | . | . |  |  | - | . | . | . | . | . | 100 |
| Multidisciplinary Subjects IHuman Studies | Wonder of Meaning I | 1 | remematio | 2 | 50 | 1 | . | . | . | . | . | . | . | . | 25 | 1 | 25 | 1 | . | . | . | . | 100 |
| $\begin{array}{\|l\|l\|} \hline \text { Multidisisionininarydios Subjects } \\ \text { /Human Studies } \end{array}$ | Wonder of Meaning II | 1 | mematio | 2 | 50 | 1 | . | . | . | . | . | . | . | . | 25 | 1 | 25 | 1 | . | . | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Multidisisisininary subjects } \\ \text { Human Studies } \\ \hline \end{array}$ | New Media and Art | 1 | mam | 2 | 100 | 1 | . | . | . | . | . | . | . | . |  |  | . |  | . | . | . | . | 100 |
| $\begin{array}{\|c} \begin{array}{l} \text { IHuman Studres } \\ \hline \text { Multidisisininary Subects } \\ \text { /Human Studies } \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \text { Introductory Lectures of Human } \\ & \text { Movement Sciences I } \end{aligned}$ | 1 | Tracatime | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | - | . | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Muman Studies } \\ \hline \text { Multidisisiplinary Subjects } \\ \text { /Human Studies } \\ \hline \end{array}$ | (tatem | 1 | romemation | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | . | $\cdot$ | 100 |
| Multidisman stadies Sobects | Japanese Buddhism | 1 | remeater | 2 | 40 | 1 | 30 | 1 | - | . | - | . | 30 | 1 | . | . | . | . | . | . | . | . | 100 |
| $\begin{array}{\|l\|l\|} \hline \text { Multidisisicininary Subsects } \\ \hline \end{array}$ | Social Psychology | 1 | bematio | 2 | 100 | 1 | . | . | . | . | . | . | . | . | . | . |  | . |  | . | . | . | 100 |
| Multidiscipininary Subjects IHuman Studies | Foreign Minorities in Japan | 1 | romataito | 2 | 50 | 1 | . | . | . | . | 25 | 1 | . | . | . | . | 25 | 1 | . | . | . | . | 100 |
| Multidisciplinary Subjects Human Studies | Cognitive Psychology | 1 | rmemation | 2 | 100 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
|  | $\begin{array}{l}\text { Hinduism and Buddhism in South } \\ \text { Asia }\end{array}$ | 1 | romematio | 2 | 30 | 1 | 30 | 1 | . | . | . |  | . | . | 40 | 1 |  | . | . | . | . | . | 100 |
| Multidiscipilinary Subjects | Sleep and health | 1 | rmemataio | 2 | 25 | 1 | $\cdot$ | . | . | . | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | . | . | 100 |
| $\begin{array}{\|l\|l\|} \hline \text { IHuman Studies } \\ \hline \text { Multidisisilinary Subects } \\ \text { ISocial Studies } \\ \hline \end{array}$ | Issues in International Sociology(E) | 1 | vemataif | 2 | . | . | . | . | . | . | . | . | . | . | . | . | - | . | . | . | . | . | 100 |
|  | Topis in History of Science (E) | 1 | Mreataine | 2 | 100 | 1 | - | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Multidisisicilinururysubjects } \\ \hline \end{array}$ | Invitation to World Literature | 1 | Pmomere | 2 | 50 | 1 | . |  | . | . | . |  |  |  | 50 | 1 |  |  |  |  | . | . | 100 |
| $\begin{array}{\|l\|} \hline \text { Multidiscifininarurus Sujects } \\ \text { ISocial Studies } \end{array}$ | History and Historiography (E) | 1 | matio | 2 | 20 | 1 | . | . | 20 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | . | . |  |  | . | . | 100 |
| Multidisciplinary Subjects /Social Studies | $\begin{array}{\|l} \begin{array}{l} \text { Anthropology of Health, Gender and } \\ \text { Power(E) } \end{array} \\ \hline \end{array}$ | 1 | vomemexim | 2 | 30 | 1 | . | . | . | . | ${ }^{20}$ | 1 | . | . | 20 | 1 | 10 | 1 | 20 | 1 | . | . | 100 |
| Multidisciplinary Subjects Social Studies | Regional Geography of the Seto | 1 | romem | 2 | 40 | 1 | . | . | . | . | 30 | 1 | . | . | . | . | 30 | 1 | . | . | . | . | 100 |
| Multidisisiplinary Subjects <br> /Social Studies | Tourism Studies (E) | 1 | \%mometa | 2 | - | . | . | . | 40 | 1 | 30 | 1 | . | . | . | . | . | . | ${ }^{30}$ | 1 | . | - | 100 |
| Multidisciplinary Subjects /Social Studies | Topics in History of Science | 1 | nememeric | 2 | 100 | 1 | - |  | . | . | . |  | . | . |  |  |  |  |  |  | . | . | 100 |
| Multidiscipilinary Subjects | Tourism Studies | 1 | "mememisis | 2 |  | . | - | . | 40 | 1 | 30 | 1 | . | . | - | . | . | . | 30 | 1 | $\cdot$ | . | 100 |
| Multidisisiplinary Subjects <br> ISocial Studies | Gender Studies I | 1 | demite | 2 | 100 | 1 | . | . | . | . | - | . | . | . | . | . | . | . | - | . | - | . | 100 |
| $\begin{aligned} & \text { Multidicocisiplinariarses Subects } \\ & \text { ISocial Studies } \end{aligned}$ | Gender Studies II | 1 | romeration | 2 | 100 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Multidisisiplinarany subjects } \\ \hline \text { /Social Studies } \\ \hline \end{array}$ | History and Historiography | 1 | rmomataio | 2 | 20 | 1 | . | . | 20 | 1 | 20 | 1 | 20 | 1 | 20 | 1 |  |  | . |  | . | . | 100 |
|  | Introductory Course in Japanese <br> Social Policies I | 1 | "mentaras | 2 | 50 | 1 | - | . | . | . | 50 | 1 | . | . | . | . | - | - | . | . | . | . | 100 |
| $\begin{aligned} & \text { Multidicocisilinariaris Subjects } \\ & \text { ISocial Studies } \end{aligned}$ | $\begin{aligned} & \text { Soclal Pollceres I } \\ & \text { Introuctory Course in Japanese } \\ & \text { Social Policies II } \end{aligned}$ | 1 | nemataice | 2 | 50 | 1 | . | . | . | - | 50 | 1 | - | . | - | . | $\cdot$ | - | . | . | - | . | 100 |
| Multidisisiplinary Subjects <br> ISocial Studies | Chinese Traditional Culture I | 1 | vemematro | 2 | 40 | 1 | 30 | 1 | - | . | - |  | 30 | 1 | - |  |  |  | . |  | . | . | 100 |
| Multidisisiplinary Subsects <br> ISocial Studies | Chinese Traditional Culture II | 1 | rememis | 2 | 40 | 1 | 30 | 1 | . | . | . | . | 30 | 1 | . | . | . | . | . | . | . | . | 100 |
| Multidisisiplinary Subjects <br> ISocial Studies | Environmental issues and social movemant | 1 | \%mameme | 2 | 40 | 1 | . | . | 40 | 1 | . | . | 20 | 1 | - | . | . | . | . | . | . | $\cdot$ | 100 |
| $\begin{array}{\|l\|} \hline \text { Multidiscisilininarysubjects } \\ \hline \end{array}$ | Issues in International Sociology | 1 | nmumata | 2 | 100 | 1 | - | . | . | . | - | . | - | . | $\cdot$ | . | $\cdot$ | - | - | . | $\cdot$ | - | 100 |
| Multidisisiclinary Subjects <br> ISocial Studies | Anthropology of Health, Gender and Power | 1 | nematate | 2 | 30 | 1 | . | . | - | . | 20 | 1 | - | . | 20 | 1 | 10 | 1 | 20 | 1 | - | - | 100 |
| Multidiscipilinary Subjects | Rural society, culture and natural resource manazement | 1 | "momataif | 2 | 25 | 1 | $\cdot$ | - | 25 | 1 | 25 | 1 | $\cdot$ | . | - | . | - | . | 25 | 1 | - | $\cdot$ | 100 |
| $\begin{array}{\|l\|} \hline \text { /Social Studies } \\ \hline \text { Multidisiscininary Subjects } \\ \text { /Social Studies } \\ \hline \end{array}$ | Rural Revitalizationt | 1 | romema | 2 | . | . | - | . | 30 | 1 | . | . | 35 | 1 | - | . | 35 | 1 | . | . | . | . | 100 |
| $\begin{aligned} & \text { Multidicocisilinariaris Subjects } \\ & \text { ISocial Studies } \end{aligned}$ | Sustainable Agriculture and Food Svstems | 1 | \%mastatio | 2 | . | . | - | . | 35 | 1 | 30 | 1 | - | . | . | . | 35 | 1 | . | . | . | . | 100 |
| Multidiscipilinary Subjects | Climate Change | 1 | nmom | 3 | 100 | 1 | . | . | . | . | - | . | . | . | . | . | . | . | . | . | - | . | 100 |
| Multidiscipinary Subjects | Frontiers of Material Science | 1 | Nematais | 3 | 50 | 1 | . | . | 50 | 1 | . | - | $\cdot$ | . | - | - | . | . | $\cdot$ | . | . | . | 100 |
| Multidisciplinary Subjects <br> Natural Studies | Fundamentals of Life Science | 1 | nememers | 2 | 60 | 1 | - | . | 20 | 1 | - | - | 10 | 1 | - | - | 10 | 1 | - | - | - | $\cdot$ | 100 |
| Multidiscipinary Subjects | Ecology and Society | 1 | "momemiso | 2 | 50 | 1 | $\cdot$ | - | 50 | 1 | $\cdot$ | . | - | - | $\cdot$ | $\cdot$ | - | . | $\cdot$ | . | $\cdot$ | - | 100 |
| Multidisisiplinary Subjects <br> Natural Studies | $\begin{array}{l}\text { Environmental Science in Catchment } \\ \text { Areas }\end{array}$ | 1 | nmematar | 2 | 50 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | . | . | $\cdot$ | $\cdot$ | $\cdot$ | . | . | . | 100 |
| $\begin{aligned} & \text { Multidisucuralinaradios Subects } \\ & \text { Natural Studies } \end{aligned}$ | Natural Histories and Sciences | 1 | remem | 2 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | . | . | . | . | 50 | 1 | . | . | 100 |
| $\begin{array}{\|c\|} \hline \text { Multiduaratinauares } \\ \hline \text { Naiplinary subects } \\ \hline \text { Noltitural Studies } \\ \hline \end{array}$ | Earth Environmental Chemistry I | 1 | "min | 2 | 50 | 1 | - | . | . | . | 25 | 1 | 25 | 1 | $\cdot$ | - | $\cdot$ | $\cdot$ | - | . | - | $\cdot$ | 100 |
| Multidiscipinary Subjects | Environment and Ecology | 1 | vemematro | 2 | 50 | 1 | . | . | 50 | 1 | - | . | - | . | - | - | - | $\cdot$ | - | - | - | $\cdot$ | 100 |
| Multidisciplinary Subjects INatural Studies | Fundamentals of Biochemistry I | 1 | "menematr | 2 | - | - | . | . | 100 | 1 | $\cdot$ | - | - | - | - | - | . | - | $\cdot$ | . | $\cdot$ | - | 100 |
| $\begin{array}{\|l\|} \hline \text { Multidisisurialinary Subsesjects } \\ \hline \end{array}$ | Fundamentals of Biochemistry II | 1 | "mememico | 2 | $\cdot$ | $\cdot$ | - | $\cdot$ | 100 | 1 | $\cdot$ | - | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | $\cdot$ | 100 |
| $\begin{array}{c}\text { Multidisisiplinary Subjects } \\ \text { INatural Studies }\end{array}$ | Biodiversity and Ecology I | 1 | memame | 2 | 50 | 1 | . | . | 50 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| Multidiscipinary Subjects | Biodiversity and Ecology II | 1 | nmam | 2 | 50 | 1 | . | . | 50 | 1 | - | - | $\cdot$ | . | - | . | - | . | . | . | . | . | 100 |
| Multidiscipilinary Subjects | Thermodynamics I | 1 | "mematare | 2 | 70 | 1 | . | . | . | . | - | . | 30 | 1 | . | - | $\cdot$ | - | . | . | . | $\cdot$ | 100 |
| Multidiscipilinary Subjects Natural Studies | Thermodynamis II | 1 | mememitic | 2 | 70 | 1 | . | - | - | - | - | - | 30 | 1 | - | . | - | $\cdot$ | . | . | . | - | 100 |
| Multidiscipilinary Sobjects | Introduction to Modern Physics | 1 | "mememiso | 2 | 70 | 1 | . | . | $\cdot$ | . | - |  | 30 | 1 |  |  |  |  | . |  |  | - | 100 |
| Multidiscipilintry Subjects | Organic Structure Analysis I | 1 | ${ }^{\text {momatama }}$ | 2 | 80 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | 10 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | 10 | 1 | $\cdot$ | - | 100 |


| Subject Classification | Subject Name |  |  | Grade | Knowledge and Understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Totalweightedvalues ofevaluationitemsintitems insubject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | (3) |  | (1) |  | (2) |  | (3) |  |  |
|  |  |  |  |  |  | Weiphed |  | ${ }_{\text {Weiphed }}^{\text {Wedes }}$ | Weithed |  | ${ }_{\text {Weifhted }}^{\substack{\text { values of }}}$ | Weiphed | Weiphed $\begin{aligned} & \text { value of } \\ & \text { vit }\end{aligned}$ | $\pm$ | Weifhted | $\underbrace{\substack{\text { valuesof }}}_{\text {Weibhed }}$ | Weighted | Weifhed | Weifhted | Weifhed | Weifhted | $\pm$ |  |
|  |  |  |  |  |  | ${ }_{\text {ditems }}$ |  | tems |  | dems |  | tems | (tame | liems |  | ${ }^{\text {den }}$ |  | ${ }^{\text {atemation }}$ | (extemation |  |  | ${ }^{\text {a }}$ |  |
| Multidisciplinary Subjects Natural Studies | Organic Structure Analysis II | 1 | "meatame | 2 | 80 | 1 | - | $\cdot$ | - | . | - | $\cdot$ | 10 | 1 | - | . | . | $\cdot$ | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Introduction to upplied lingusisics | 2 | nimamam | 2 | ${ }^{40}$ | 1 | - | . | 30 | 1 | 30 | 1 | . | . | . | . | - | . | . | . | - | . | 100 |
| Specialized Education | Seminar In Att History | 2 | ,ome | 3 | 25 | 1 | - | . | . | . | 25 | 1 | . | . | . | . | . | - | 50 | 1 | . | . | 100 |
| Specialized Education | Modern Thought | 2 | witis | 2 | 25 | 1 | . | . | . |  | - | . | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 100 |
| Specialized Education | Aethetics and Art Culture Studies | 2 | rimemate | 2 | 50 | 1 | - | . | 50 | 1 | - | . | . |  | . | . | . |  | . |  | . | . | 100 |
| Specialized Education | Comparative Study of Social Culture | 2 | nomem | 2 | 30 | 1 | 30 | 1 | . | . | - | . | . | . | - | . | 20 | 1 | 20 | 1 | . | . | 100 |
| Specialized Education | Comparative Civilization | 2 | meme | 2 | . | . | . | . | ${ }^{40}$ | 1 | - | - | . | . | . | . | 60 | 1 | . | . | . | . | 100 |
| Specialized Education | Bioethics | 2 | \%matatio | 2 | . | . | - | - | ${ }^{40}$ | 1 | - | . | . | . | - | . | 60 | 1 | . | . | . | . | 100 |
| Specialized Education | Comparative Philosophy | 2 | amax | 2 | 25 | 1 | - | . | . | . | . | . | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 100 |
| Specialized Education | Seminar in Art and Culture | 2 | nmesate | 2 | . | . |  | . | . |  | - | . | . |  | 50 | 1 | 50 | 1 | . |  |  | - | 100 |
| Specialized Education | Advanced Lecture on Humanities and the Studv of Culture | 2 | romedetion | 2 | . | . | 100 | 1 | - | - | - | . | - | - | . | . | . | . | - | . | - | $\cdot$ | 100 |
| Specialized Education | Seminar in Comparative Civilization | 2 | Tomatare | 2 | . | . | - | . | . | . | . | . | 40 | 1 | . | . | . | . | 60 | 1 | . | - | 100 |
| Specialized Education | Seminar in Applied Ethics | 2 | remememe | 3 | . | . | . | . | . | . | . | . | 40 | 1 | - | . | - | . | 60 | 1 | . | . | 100 |
| Specialized Education | Seminar in Modern Thought | 2 | nemamato | 3 | 10 | 1 | - | . | . | . | 10 | 1 | 10 | 1 | 10 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 100 |
| Specialized Education | Western Art History | 2 | nematame | 3 | 20 | 1 | . | . | 20 | 1 | 20 | 1 | 20 | 1 | - | . | . |  | 20 | 1 | . | . | 100 |
| Specialized Education | Seminar in Aesthetics Art | 2 | nematam | 2 |  | . | - | . | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | - | 25 | 1 | . | . | 100 |
| Specialized Education | Seminar in Comparative Philosophy | 2 | remameme | 2 | 10 | 1 | - | . | . | . | 10 | 1 | 10 | 1 | 10 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 100 |
| Specialized Education | Seminar in Modern Culture | 2 | remamise | 3 | . | . | . | . | . | . | . | . | . | . | 50 | 1 | - | . | 50 | 1 | . | . | 100 |
| Specialized Education | Comparative Thought | 2 | "memation | 2 | 25 | 1 | 25 | 1 | . | . | . | . | 25 | 1 | . | . | - | - | 25 | 1 | . | . | 100 |
| Specialized Education | Seminar in Comparative Thought | 2 | "mematio | 2 | 25 | 1 | 25 | 1 | . | . | . | . | 25 | 1 | - | . | - | . | 25 | 1 | . | . | 100 |
| Specialized Education | Theories of Religious Studies - Comparative Religion | 2 | remmame | 2 | 30 | 1 | 30 | 1 | - | . | . | . | . | . | 40 | 1 | . | - | . | . | . | . | 100 |
| Specialized Education | Minority Studies | 2 | remememe | 2 | 25 | 1 | 25 | 1 | . |  | 25 | 1 | . | . | - | . | . |  | 25 | 1 | . | . | 100 |
| Specialized Education | Minority Studies Seminar | 2 | rememise | 3 | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | - | - | . | - | - | 25 | 1 | . | - | 100 |
| Specialized Education | Philosophy of Art | 2 | nimatato | 2 | 50 | 1 | - | - | 50 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | Seminar in Philosophy of Art | 2 | "mamamer | 3 | . | . | - | . | 25 | 1 | - | . | 25 | 1 | 25 | 1 | - | - | 25 | 1 | . | . | 100 |
| Specialized Education | Introduciton to Linguistics | 2 | remamime | 2 | ${ }^{40}$ | 1 | - | . | 30 | 1 | 30 | 1 | . | . | . | . | . | . | . | . | - | . | 100 |
| Specialized Education | English Corpus Linguistics | 2 | remamime | 2 | 20 | 1 | - | . | ${ }^{20}$ | 1 | 50 | 1 | - | . | 5 | 1 | 5 | 1 | . | . | . | . | 100 |
| Specialized Education | Seminar in Modern English Usage | 2 | remamime | 2 | 20 | 1 | - | . | 25 | 1 | 50 | 1 | . |  | - | . | 5 | 1 | . | . | . | - | 100 |
| Specialized Education | Syntax | 2 | nomatase | 2 | 50 | 1 | . | . | . | . | . | . | . |  | 25 | 1 | 25 | 1 | . | . | . | . | 100 |
| Specialized Education | Semantics | 2 | Fmemer | 2 | 50 | 1 | . | . | . | . | - | . | . | . | 25 | 1 | 25 | 1 | - | . | . | . | 100 |
| Specialized Education | Seminar in English Debate | 2 | remamime | 2 | . | . | 50 | 1 | . | . | - | . | . | . | 50 | 1 | - | . | . | . | . | . | 100 |
| Specialized Education | French Linguistics | 2 | "momation | 2 | 50 | 1 | 50 | 1 | - | . | - | . | . | . | . | . | - | - | . | . | - | . | 100 |
| Speciailized Education | Modern Chinese Usage | 2 | "menation | 2 | 25 | 1 | 25 | 1 | . | . | 30 | 1 | . | . | - | . | . | - | 20 | 1 | - | 1 | 100 |
| Specialized Education | Modern German Usage | 2 | remememe | 2 |  | . | 50 | 1 | . |  | 25 | 1 | . |  | . | . |  |  | 25 | 1 |  | . | 100 |
| Specialized Education | Chinese Language Teaching | 2 | "mematase | 2 | ${ }^{40}$ | 1 | . | . | . | - | 30 | 1 | 30 | 1 | . | . | . | . | . | . | . |  | 100 |
| Specialized Education | Pragmatics | 2 | "mamime | 2 | 40 | 1 | - | . | . | . | 30 | 1 | - | . | . | . | - | . | 30 | 1 | . | . | 100 |
| Specialized Education | Romance Linguistics I | 2 | "mamime | 3 | 30 | 1 | 70 | 1 | - | . | - | . | . | . | . | . | - | . | . | . | . | . | 100 |
| Specialized Education | Lexicology | 2 | "menamion | 3 | 20 | 1 | 20 | 1 | . | . | - | . | 35 | 1 | - | . | - | - | 25 | 1 | . | - | 100 |
| Specialized Education | Introduction to Phonetics and Phonology | 2 | remamio | 2 | ${ }^{40}$ | 1 | . | . | 30 | 1 | - | . | . | . | 30 | 1 | . | . | - | . | - | - | 100 |
| Specialized Education | Seminar in French Linguistics | 2 | "mamation | 3 | ${ }^{40}$ | 1 | 30 | 1 | . | - |  | . | - |  | . | . |  |  | 30 | 1 | . |  | 100 |
| Specialized Education | Romance Linguistics II | 2 | remememe | 2 | 30 | 1 | 70 | 1 | - | . | - | . | - | . | . | . | - | . | . | . | - | . | 100 |
| Specialized Education | Introduction to applied lingustics | 2 | remamime | 2 | 40 | 1 | - | . | 30 | 1 | 30 | 1 | . | . | . | . | - | . | . | . | . | . | 100 |
| Specialized Education | Linguistic Fieldwork | 2 | rememetion | 2 | 30 | 1 | - | . | . | . | 50 | 1 | . | . | . | . | . | . | 20 | 1 | - | . | 100 |
| Specialized Education | Chinese Language Teaching | 2 | remamise | 2 | ${ }^{40}$ | 1 | - | . | - | . | 30 | 1 | 30 | 1 | - | . | . | - | . | . | . | - | 100 |
| Specialized Education | Seminar in Linguistics | 2 | "momism | 2 | ${ }^{40}$ | 1 | - | . | - | . | 20 | 1 | 20 | 1 | - | . | - | . | 20 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Introduction to Phonetic Analysis | 2 | nememis | 2 |  | . |  | . | 30 | 1 | 40 | 1 | - | - | 30 | 1 | - | - | - |  | - | . | 100 |
| Specialized Education | Language and Thought I | 1 | neamatio | 2 | 50 | 1 | 25 | 1 | . | . | - | . | 25 | 1 | . | . | - | . | - | . | . | . | 100 |
| Specialized Education | Language and Thought II | 1 | nimatato | 2 | 50 | 1 | 25 | 1 | - | . | - | . | 25 | 1 | - | . | . | - | . | . | - | - | 100 |
| Specialized Education | Foreign Language Acquisition and | 1 | "mematio | 2 | 25 | 1 | - | . | - | . | 25 | 1 | - | . | $\cdot$ | . | $\cdot$ | $\cdot$ | 50 | 1 | - | $\cdot$ | 100 |
| Specialized Education | $\begin{aligned} & \text { Communinaanong Lage Acquisition and } \\ & \text { Communication } \\| \end{aligned}$ | 1 | remamame | 2 | 25 | 1 | $\cdot$ | - | $\cdot$ | $\cdot$ | 25 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | . | - | - | 50 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Seminar on Advanced German conversation I | 2 | rometation | 3 | - | . | 100 | 1 | . | . | - | . | . | . | . | . | - | - | . | . | . | - | 100 |
| Specialized Education | ( Sominar on Advanced German | 2 | ramm | 3 | . | . | 100 | 1 | . | . | . | . | . | . | . | . | - | . | . | . | . | . | 100 |
| Specialized Education | Advanced Seminar in German Reading Comprehension | 2 | "momeme | 3 | . | . | 100 | 1 | . | . | . | . | . | . | - | . | - | . | . | . | . | - | 100 |
| Specialized Education | Advance course in french language (first semester) | 2 | remamio | 3 | - | . | 30 | 1 | - | . | 30 | 1 | . | - | - | . | - | - | 40 | 1 | - | - | 100 |
| Specialized Education | ( Advance course in french language | 2 | ${ }^{\text {ramamataz }}$ | 3 | - | . | 30 | 1 | - | - | 30 | 1 | $\cdot$ | - | $\cdot$ | . | - | - | 40 | 1 | - | - | 100 |
| Specialized Education | Advanced Seminar in French Writing | 2 | rememise | 3 | $\cdot$ | $\cdot$ | 100 | 1 | $\cdot$ | - | - | . | . | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | - | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Seminar in Advanced French Text Reading | 2 | "menation | 3 | . | . | 30 | 1 | . | . | 30 | 1 | . | . | . | . | - | - | 40 | 1 | . | - | 100 |
| Specialized Education | Seminar on Advanced Chinese Writing | 2 | romem | 2 | . | . | 50 | 1 | . |  | . | - | 50 | 1 | - | . | . | - | . | . | - | - | 100 |
| Specialized Education | Seminar on Advanced Chinese Listening Comprehension | 2 | "mematas | 3 | . | . | 100 | 1 | - | - | - | . | - | $\cdot$ | - | . | $\cdot$ | - | - | - | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Seminar on Advanced Chinese Conversation | 2 | rememisio | 3 | - | . | 100 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | - | $\cdot$ | $\cdot$ | . | - | 100 |
| Specialized Education | $\underbrace{\substack{\text { Seminar on Advanced Chinese Text } \\ \text { Reading }}}_{\text {Sem }}$ | 2 | remememe | 3 | $\cdot$ | $\cdot$ | 30 | 1 | - | . | 30 | 1 | . | - | - | . | . | - | 40 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Adaptation Phycology | 2 | numame | 2 | 100 | 1 | - | . | . | . | - | . | $\cdot$ | $\cdot$ | $\cdot$ | . | - | - | - | . | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | ${ }_{\text {Behamamional Scil Laborastory Work in }}^{\text {Fun }}$ | 1 | rememer | 2 | . | - | - | . | . | . | 40 | 1 | 30 | 1 | 30 | 1 | - | - | . | . | - | - | 100 |
| Specialized Education | Experimental Methods in Behavioral Sciences | 1 | nematato | 2 | - | . | - | . | . | - | 40 | 1 | 30 | 1 | 30 | 1 | - | - | $\cdot$ | . | - | $\cdot$ | 100 |
| Specialized Education | Cognitive and behavioral science | 2 | remememe | 2 | 100 | 1 | . | . | - | . | - | . | . | . | - | . | - | - | . | . | - | - | 100 |
| Specialized Education | Theory of Personality | 2 | rememine | 2 | 100 | 1 | - | - | . | - | $\cdot$ | . | $\cdot$ | - | $\cdot$ | . | - | $\cdot$ | $\cdot$ | - | - | . | 100 |
| Specialized Education | Practicum in Behavioral Sciences | 1 | nowemex | 2 | - | . | - | . | . | . | 40 | 1 | 30 | 1 | 30 | 1 | $\cdot$ | - | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Sleep Psychology | 2 | "menation | 2 | 100 | 1 | - | . | - | . | . | . | - | - | - | . | - | . | . | . | . | $\cdot$ | 100 |
| Specialized Education | Social Behavioral Sciences | 2 | remamime | 2 | 100 | 1 | - | . | - | . | - | . | - | - | - | . | - | - | - | . | - | - | 100 |
| Specialized Education | Cognitive Neuroscience | 2 | remamim | 3 | 100 | 1 | . | . | - | - | - | - | . | $\cdot$ | - | . | $\cdot$ | - | - | - | - | $\cdot$ | 100 |
| Specialized Education | Neuro and Physiological Psychology | 2 | ${ }^{\text {ramamima }}$ | 3 | 100 | 1 |  | $\cdot$ | $\cdot$ |  | - | . |  |  | - | - |  |  | - |  |  |  | 100 |


| Subject Classification | Subject Name | Credits | $\underset{\substack{\text { Type of } \\ \text { course } \\ \text { reistrati } \\ \text { on }}}{ }$ | Grade | Evaluation items |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total <br> weighted <br> values of <br> evaluatio <br> n items in <br> the <br> subject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Knowled | dge and | Unders | standing |  |  |  | (2) |  |  |  | Comprehensive Abilities |  |  |  |  |  |  |
|  |  |  |  |  | (1) |  | (2) |  | \| (3) |  | (1) |  |  |  | (3) |  | (1) |  | (2) |  | (3) |  |  |
|  |  |  |  |  | $\text { e } \begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{array}{\|l\|l\|} \hline \text { d } & \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{array}{l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \end{aligned}$ | $\begin{array}{l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \end{array}$ | $\left\lvert\, \begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}\right.$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ |  | $\begin{array}{l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \\ \hline \end{array}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{array}{l\|} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \end{array} \end{array}$ | Weifhted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ |  |
|  |  |  |  |  |  | $n_{n}$ evalation |  | velatation |  | nevalation | ${ }_{\text {a }}$ | evalation |  | evalation |  | evalation |  | uation | evaluation | evalation |  |  |  |
| Specialized Education | Group Dynamics | 2 | nememise | 3 | 100 | 1 | . |  | . | . | - |  | - |  |  |  |  |  |  |  |  |  | 100 |
| Specialized Eduation | Stress science | 2 | remem | 3 | 100 | 1 |  |  | . |  |  |  | . |  |  |  |  |  |  |  | - |  | 100 |
| Specialized Education | Laboratory Work in Psychology A | 1 | memation | 3 | . | . | . |  | . | - | 40 | 1 | 30 | 1 | 30 | 1 | - |  | . | . | . | - | 100 |
| Specialized Education | Laboratory Work in Psychology B | 1 | mematice | 3 | . | . | . | . | . | . | 40 | 1 | 30 | 1 | 30 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | ${ }_{\text {A }}$ Experimental Methods in Psychology | 1 | remer | 3 | . | . | . | . | . | . | 40 | 1 | 30 | 1 | 30 | 1 | . | . | - | . | . | . | 100 |
| Specialized Education | ${ }_{\text {B }}^{\text {Experimental Methods in Psychology }}$ | 1 | nomeme | 3 | . | - | - | . | - | - | 40 | 1 | 30 | 1 | 30 | 1 | - | - | - | - | - | - | 100 |
| Specialized Education | Research Methods in Psychology | 2 | nemataie | 3 | . | . | 25 | 1 | . | - | 25 | 1 | 25 | 1 | 25 | 1 | - | - | . | - | . | . | 100 |
| Specialized Education | ${ }_{\text {a }}^{\text {Seminar on Original TextsIn }}$ | 2 | med | 3 | . | . | 25 | 1 | - | . | 25 | 1 | 25 | 1 | 25 | 1 | . | - | . | . | . | . | 100 |
| Specialized Education | ${ }_{\text {Experimental Methods in Psychology }}$ | 1 | Nosem | 3 | . | . | . | . | . | . | 15 | 1 | 15 | 1 | 25 | 1 | 15 | 1 | 15 | 1 | 15 | 1 | 100 |
| Specialized Education | ${ }_{\text {dxper }}^{\text {Experimental Methods in Psychology }}$ | 1 | mematic | 3 | . | . | - | . | - | . | 15 | 1 | 15 | 1 | 25 | 1 | 15 | 1 | 15 | 1 | 15 | 1 | 100 |
| Specialized Education | Laboratory Work in Psychology C | 1 | memation | 3 | . | . | - | . | . | . | 15 | 1 | 15 | 1 | 25 | 1 | 15 | 1 | 15 | 1 | 15 | 1 | 100 |
| Specialized Education | Laboratory Work in Psychology D | 1 | nememe | . | . | . | . | . | . | . | 15 | 1 | 15 | 1 | 25 | 1 | 15 | 1 | 15 | 1 | 15 | 1 | 100 |
| Specialized Education | Topics in Behavioral Science | 2 | mematis | 3 | 50 | 1 | 50 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | Advanced Seminar on Original TextsIn Behavioral Science | 2 | mematic | 4 | . | . | 25 | 1 | . | . | 25 | 1 | 25 | 1 | 25 | 1 | - | - | - | . | . | . | 100 |
| Specialized Education | Heallth and Welfare | 2 | nmeatais | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | - | . | . | . | . | . | 100 |
| Specialized Education | $\begin{array}{l}\text { Special Lecture in Sports and Health } \\ \text { Sciences }\end{array}$ | 2 | mematio | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | - | . | 25 | 1 | - | - | - | . | . | - | 100 |
| Specialized Education | Sport Psychology | 2 | nmemaise | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | - | . | - | . | - | . | 100 |
| Specialized Education | Sociology of Sport | 2 | mexamis | 2 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 |  | - | - | . | - |  | 100 |
| Specialized Education | Experimental methodsIn Sport and Health Sciences A | 1 | nememe | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | Laboratory Work in Sport and Health <br> Sciences A | 1 | nemation | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | - | . | . | . | 100 |
| Specialized Education | Experimental methodsIn Sport and Health Sciences B | 1 | remat | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | - | . | . | . | - | 100 |
| Specialized Education | $\begin{aligned} & \begin{array}{l} \text { Laboratory Work in Sport and Health } \\ \text { Sciences B } \end{array} \\ & \hline \end{aligned}$ | 1 | nematare | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | - | - | - | . | . | - | 100 |
| Specialized Education | Human Motor Control | 2 | nmeatais | 2 | 40 | 1 | - | . | 30 | 1 | 15 | 1 | - | . | 15 | 1 | - | - | - | . | - | - | 100 |
| Specialized Education | ${ }_{\text {A }}^{\text {SeminarIn Sport and Health Sciences }}$ | 2 | mimematic | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | - | . | 100 |
| Specialized Education | Sports Medicine | 2 | mexatios | 3 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | - | . | - | . | 100 |
| Specialized Education | Management of Sportlec.) | 2 | mexamis | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | Coaching Theory(lee.) | 2 | memation | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 |  | - | . | . | - |  | 100 |
| Specialized Education | SeminarIn Sport and Health Sciences | 2 | neme | 3 | 10 | 1 | . | . | 10 | 1 | 10 | 1 | . | . | 10 | 1 | 30 | 1 | ${ }^{30}$ | 1 | - | . | 100 |
| Specialized Education | ${ }_{\text {c }}^{\text {SeminarIn Sport and Health Sciences }}$ | 2 | nematic | 3 | 10 | 1 | . | . | 10 | 1 | 10 | 1 | . | . | 10 | 1 | 30 | 1 | 30 | 1 | - | . | 100 |
| Specialized Education | Philosophy of Sport | 2 | mematic | 3 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | - | - | . | . | . | . | 100 |
| Specialized Education | Sports Biomechanics | 2 | mematic | 2 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | - | . | 25 | 1 | - | - | - | . | - | . | 100 |
| Specialized Education | Physiological adaptation in sport, training and environment | 2 | nmematic | 3 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | . | - | . | . | - | . | 100 |
| Specialized Education | Physiology and biochemistry of muscle | 2 | nimematic | 3 | 40 | 1 | - | . | 30 | 1 | 15 | 1 | . | . | 15 | 1 | - | - | - | - | - | - | 100 |
| Specialized Education | Seminar in Sports statistics | 2 | mimematic | 2 | 50 | 1 | . | . | . | . | . | . | 50 | 1 | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | Sports Nutrition | 2 | mememita | 2 | 50 | 1 | . | . | . | - | 25 | 1 | . | . | . | . | 25 | 1 | . | . | . | . | 100 |
| Specialized Education | Sports Ethics | 2 | nematis | 2 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | $\cdot$ | . | 25 | 1 | . | - | . | . | - |  | 100 |
| Specialized Education | Introduction to Life Sciences | 2 | nemamis | 2 | 80 | 1 | . | . | . | . | - | . | 10 | 1 | - | . | . | . | 10 | 1 | - | . | 100 |
| Specialized Education | Fundamental Cell Biology | 2 | nmematic | 2 | 80 | 1 | - | . | - | - | - | . | 10 | 1 | - | - | . | - | 10 | 1 | . | . | 100 |
| Specialized Education | Fundamental Laboratory Work in Chemistry | 1 | nematim | 2 | - | - | - | . | $\cdot$ | $\cdot$ | $\cdot$ | . | $\cdot$ | . | 100 | 1 | . | - | - | . | . | . | 100 |
| Specialized Education | Fundamental Methodology in Chemistry | 1 | Namataic | 2 | . | . | - | . | . | . | . | . | . | . | 100 | 1 | . | - | . | . | . | . | 100 |
| Specialized Education | Functional Biochemistry I | 2 | mimemata | 2 | 80 | 1 | - | . | 10 | 1 | - | . | 5 | 1 | - | - | - | - | 5 | 1 | - | - | 100 |
| Specialized Education | Cell Motility | 2 | mimematic | 2 | 80 | 1 | - | . | - | . | - | . | 10 | 1 | - | - | . | . | 10 | 1 | - | . | 100 |
| Specialized Education | Functional Biochemistry II | 2 | mememita | 2 | . | . | - | . | 100 | 1 | - | . | $\cdot$ | - | - | - | . | - | . | . | - | . | 100 |
| Specialized Education | Laboratory Work in Life Sciences A | 1 | mimemata | 2 | 40 | 1 | . | . | . | . | - | . | 10 | 1 | 20 | 1 | . | . | 30 | 1 | - |  | 100 |
| Specialized Education | Practical Methods in Life Scienes A | 1 | "mematas | 2 | 70 | 1 | . | . | . | . | - | . | 15 | 1 |  | $\cdot$ | - | . | 15 | 1 | $\cdot$ |  | 100 |
| Specialized Education | Cellular Genetics | 2 | nemamis | 2 | 80 | 1 | - | - | - | $\cdot$ | - | - | - | . | 20 | 1 | - | - | - | - | - | . | 100 |
| Specialized Education | Laboratory Work in Life Sciences B | 1 | nememaic | 2 | 40 | 1 | - | . | - | - | - | . | 10 | 1 | 20 | 1 | . | - | 30 | 1 | - | . | 100 |
| Specialized Education | Practical Methods in Life Sciences B | 1 | "mamaino | 2 | 70 | 1 | - | . | . | . | - | . | 15 | 1 | - | - | - | - | 15 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Brain Function | 2 | mematic | 3 | 80 | 1 | - | . | - | - | - | . | 10 | 1 | - | - | - | - | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Molecular Developmental Biology | 2 | mematic | 3 | 80 | 1 | - | . | - | - | - | . | 10 | 1 | $\cdot$ | - | - | - | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Molecular Biology of Cancer I | 1 | mememita | 3 | 90 | 1 | - | . | - | - | $\cdot$ | . | 5 | 1 | - | $\cdot$ | . | - | 5 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Molecular Biology of Cancer II | 1 | meataic | 3 | 90 | 1 | . | . | - | - | - | - | 5 | 1 | - | - | . | - | 5 | 1 | - | - | 100 |
| Specialized Education | Neurophysiology | 2 | nemamis | 3 | 80 | 1 | . | . | $\cdot$ | . | - | . | 10 | 1 | - | . | - | $\cdot$ | 10 | 1 | - | . | 100 |
| Specialized Education | Laboratory Work in Life Sciences C | 1 | nemamis | 3 | - | - | $\cdot$ | - | $\cdot$ | - | $\cdot$ | - | $\cdot$ | - | 100 | 1 | $\cdot$ | - | - | $\cdot$ | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Practical Methods in Life Scienes C | 1 | nematis | 3 | $\cdot$ | - | - | . | . | - | - | . | - | - | 100 | 1 | - | - | - | - | - | - | 100 |
| Specialized Education | Laboratory Work in Life Sciences D | 1 | nememise | 3 | 40 | 1 | - | - | . | . | - | . | - | . | 30 | 1 | . | - | 30 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Practical Methods in Life Sciences D | 1 | nmestais | 3 | 70 | 1 | - | . | - | . | - | . | 15 | 1 | - | - | - | $\cdot$ | 15 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Special Topics in Life Sciences A | 1 | mememicis | 3 | 80 | 1 | $\cdot$ | - | 10 | 1 | - | . | - | - | $\cdot$ | - | . | - | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Special Topics in Life Sciences C | 1 | mematim | 3 | 80 | 1 | $\cdot$ | - | 10 | 1 | - | . | - | - | $\cdot$ | - | - | - | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | $\begin{aligned} & \begin{array}{l} \text { Lecture and Laboratory courseIn } \\ \text { Marine Biology } \end{array} \\ & \hline \end{aligned}$ | 2 | "memation | 3 | 70 | 1 | - | . | . | - | - | . | . | - | 10 | 1 | - | - | 20 | 1 | - | - | 100 |
| Specialized Education | Special Topics in Life Sciences B | 1 | nematis | 3 | 80 | 1 | . | . | 10 | 1 | - | . | - | - | - | - | - | - | 10 | 1 | - | . | 100 |
| Specialized Education | Special Lecture in Life Sciences D | 1 | nemamis | 3 | 80 | 1 | - | - | 10 | 1 | - | - | - | - | - | - | $\cdot$ | $\cdot$ | 10 | 1 | . | . | 100 |
| Specialized Education | Functional Biochemistry III | 2 | nematis | 2 | 40 | 1 | $\cdot$ | - | 20 | 1 | - | $\cdot$ | 20 | 1 | 10 | 1 | $\cdot$ | $\cdot$ | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Special Topics in Life Sciences E | 1 | mematis | 2 | 80 | 1 | $\cdot$ | - | 10 | 1 | $\cdot$ | - | - | - | $\cdot$ | - | $\cdot$ | $\cdot$ | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Special Topics in Life Sciences F | 1 | nmestais | 2 | 80 | 1 | . | - | 10 | 1 | - | . | $\cdot$ | - | - | $\cdot$ | $\cdot$ | - | 10 | 1 | - | $\cdot$ | 100 |
| Specialized Education | Foundation of Date Analysis | 2 | nememitic | 2 | 50 | 1 | - | . | . | . | 20 | 1 | 30 | 1 | - | - | . | - | . | . | - | . | 100 |
| Specialized Education | Computer Fundamentals | 2 | mememita | 2 | 50 | 1 | - | . | - | - | - | - | 50 | 1 | $\cdot$ | $\cdot$ | . | - | . | . | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Seminar in Mathematics I | 1 | nematic | 3 | 50 | 1 | - | . | - | - | - | . | 50 | 1 | - | - | $\cdot$ | - | - | - | . | $\cdot$ | 100 |
| Specialized Education | Seminar in Mathematics II | 1 | "mematas | 3 | 50 | 1 | . | . | - | . | . | . | 50 | 1 | - | - | - | - | - | - | - | - | 100 |
| Specialized Education | Programming Techenique | 2 | nematis | 2 | 25 | 1 | - | . | 25 | 1 | - | - | 25 | 1 | $\cdot$ | - | - | - | 25 | 1 | - | . | 100 |
| Specialized Education | Differential Equations | 2 | nemataic | 2 | 50 | 1 | - | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | 50 | 1 | $\cdot$ | - |  | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ |  | 100 |


| Subject Classification | Subject Name |  |  | Grade | Evaluation items |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total <br> weighted <br> velues of <br> evaluatio <br> ina <br> nitems in <br> the <br> the <br> subject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | (1) ${ }_{\text {(1) }}$ |  | ${ }^{\text {dge and Under }}$ (2) |  |  |  | (1) ${ }^{\text {Ab }}$ |  | (2) Skill (3) |  |  |  | Comprehensive Abilities |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | (3) | (1) |  |  |  |  |  |  |  |
|  |  |  |  |  |  | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ |  |  | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{array}{l\|l\|} \hline \mathrm{d} & \text { Weighted } \\ \text { values of } \end{array}$ |  |  |  |  | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ |  | Veighted Weighted <br> values of <br> values of |  | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | Weighted Weighted <br> values of values of |  |
|  |  |  |  |  | eitemation | diems |  |  | tiems | tiems | temen | , eitems | ditams in | ditems |  |  |  |  |  |  |  | $\begin{aligned} & \mathrm{n} \\ & \begin{array}{l} \text { evaluation } \\ \text { items } \end{array} \end{aligned}$ |  |
| Specialized Education | Information Statistics | 2 | rimataic | 2 | 50 | 1 | . | . | . | . | . | . | 50 | 1 | . | . | - |  | - |  |  | . | 100 |
| Specialized Eduction | Function Theory | 2 | maxe | 2 | 100 | 1 | - |  | - | . | - |  | - | . | - | . | - |  | - |  | - |  | 100 |
| Specialized Education | Topology and Graph Theory | 2 | Nomedesise | 2 | 100 | 1 | - | . | - | . | . | . | . | . | . | . | . |  | . |  | . | . | 100 |
| Specialized Education | Information Theory | 2 | Numataice | 3 | 50 | 1 | - |  | - | . | - | . | 25 | 1 | - | . | . |  | 25 | 1 | . | . | 100 |
| Specialized Education | Algebra | 2 | Vmeataise | 3 | 50 | 1 | . | . | . | . | . | . | 50 | 1 | . | . | - | . | . | . | . | . | 100 |
| Specialized Eduction | Geometry | 2 | romematio | 3 | 40 | 1 | - | . | . | . | - | - | 30 | 1 | - | . | 30 | 1 | - | . | - | - | 100 |
| Specialized Eduction | Theory of Stochastic Processes | 2 | Vmeataise | 3 | 40 | 1 | . | . | 30 | 1 | - | . | 30 | 1 | - | . | . | - | - |  | . | . | 100 |
| Specialized Education | Topics in Mathematical and Information Sciences I | 2 | remematio | 3 | 50 | 1 | - | . | . | . | - | . | 50 | 1 | - | - | - | - | - | . | - | . | 100 |
| Specialized Eduction | Mathematical Analysis | 2 | TMesatios | 3 | 50 | 1 | - |  | . | . | - | - | 50 | 1 | . | . | - |  | . | . | . | . | 100 |
| Specialized Education | Topics in Mathematical and Information Sciences II | 2 | Tmeataise | 3 | 50 | 1 | - | - | - | . | - | . | 50 | 1 | - | . | - | - | - | . | - | . | 100 |
| Specialized Education | Introduction to Algebra | 2 | ditas | 2 | 50 | 1 | - | . | - | . | - | . | 50 | 1 | . | . | . | - | . | . | . | . | 100 |
| Specialized Education | Practice in Introduction to Geometry | 2 | mememise | 2 | 50 | 1 | . | . | . | . | . | . | 50 | 1 | . | . | . | - | . | . | . | - | 100 |
| Specialized Education | Discrete Mathematics I | 2 | cotm | 2 | 50 | 1 | . | . | . | . | - | . | 50 | 1 | - | . | - | - | . | . | . | . | 100 |
| Specialized Education | Discrete Mathematics II | 2 | mimemata | 2 | 50 | 1 | . | . | - | - | - | . | 50 | 1 | - | . | - | - | - | . | . | - | 100 |
| Specialized Education | Theory of Automata and Languages | 2 | nematis | 2 | 50 | 1 | - | . | - | . | 25 | 1 | 25 | 1 | - | . | - |  | - | - | - | . | 100 |
| Specialized Eduction | Data Mining | 2 | Nomedate | 2 | 50 | 1 | - |  | - | . | 25 | 1 | 25 | 1 | - | . | - |  | - |  |  | . | 100 |
| Specialized Education | Introduction to Artificial Inteligence | 2 | nreastise | 2 | 100 | 1 | - |  | . | . | . | . | . | . | - | . | . |  | . |  | - | . | 100 |
| Specialized Education | Computational Science | 2 | mematice | 2 | 50 | 1 | - | . | . | . | - | . | 50 | 1 | . | . | . | - | . | . | - | . | 100 |
| Specialized Education | Exercise of Programming | 2 | memation | 2 | 25 | 1 | - | . | 25 | 1 | 50 | 1 | . | . | - | . | - | - | . | . | . | . | 100 |
| Specialized Education | Introduction to Computer Science | 2 | mimemisic | 2 | 100 | 1 | - | . | - | . | . | . | . | . | . | . | . | - | . | . | . | . | 100 |
| Specialized Education | Data structure and Algorithm | 2 | mamer | 3 | 100 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | - | . | . | . | 100 |
| Specialized Eduation | Laboratory Work in Computer Scie | 1 | nomemise | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | 25 | 1 | - | . | - | . | . | . | 100 |
| Specialized Education | ${ }_{\text {II }}^{\text {Laboratory Work in Computer Science }}$ | 1 | meamaic | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | - | . | 25 | 1 | . | - | - | . | . | . | 100 |
| Specialized Eduction | Electromagnetism I | 2 | remetatio | 2 | 70 | 1 | - |  |  | . |  |  | 30 | 1 |  | . |  |  | . |  |  | - | 100 |
| Specialized Education | Seminar in Physical Sciences I | 2 | mexim | 2 | . | . | . | . | . | . | . | . | 50 | 1 | 50 | 1 | - |  | - |  | . | - | 100 |
| Specialized Education | Fundamental Laboratory Work in Physics | 1 | Treastaise | 2 | . | . | . | . | . | . | - | . | 50 | 1 | 50 | 1 | - | . | . | . | . | . | 100 |
| Specialized Education | Basic Experimental Methods for Physics | 1 | momo | 2 | . | . | . | . | . | . | 100 | 1 | . | . | . | . | . | - | - | . | . | - | 100 |
| Specialized Education | Introduction to Physical Sciences | 2 | mimemisic | 2 | 70 | 1 | . | . | . | . | . | . | 30 | 1 | . | . | . | - | . | . | . | . | 100 |
| Specialized Education | Electromagnetism II | 2 | mememis | 2 | 70 | 1 | . | . | . | . | - | . | 30 | 1 | - | . | - | . | - | . | . | . | 100 |
| Specialized Education | Seminar in Physical Sciences II | 2 | Nomemate | 2 | . | . | . | - | . | . | - | . | 50 | 1 | 50 | 1 | . | - | - | - | . | - | 100 |
| Specialized Education | Quantum Mechanics 1 | 2 | neasatic | 2 | 70 | 1 | . |  | . | . | - | . | 30 | 1 | . | . | - |  | - |  | . | . | 100 |
| Specialized Education | ${ }_{A}^{\text {Laboratory Work in Material Sciences }}$ | 1 | "mame | 2 | . | . | . |  | - | . | - | . | 50 | 1 | 50 | 1 | - | - | . |  | . | . | 100 |
| Specialized Education | ${ }_{\text {Experimental Methods for Materials }}^{\text {Exices }}$ | 1 | nmemetis | 2 | . | . | . | . | . | . | 100 | 1 | . | . | . | . | . | - | . | . | . | - | 100 |
| Specialized Education | ${ }_{\mathrm{B}}^{\text {Laboratory Work in Material Sciences }}$ | 1 | nomame | 2 | . | . | . | . | . | . | - | . | 50 | 1 | 50 | 1 | . | - | . | . | . | . | 100 |
| Specialized Education | Experimental Methods for Materials Sciencs B | 1 | rememation | 2 | . | . | - | . | . | . | 100 | 1 | . | . | . | . | . | . | - | . | . | $\cdot$ | 100 |
| Specialized Education | Statistical Physics I | 2 | mematice | 3 | 70 | 1 | . | . | - | . | - | . | 30 | 1 | . | . | . | . | . | . | . | - | 100 |
| Specialized Education | Seminar in Quantum Mechanics I | 2 | "mematis | 2 | . | . | . | . | . | . | - | . | 50 | 1 | 50 | 1 | . | . | . | . | . | - | 100 |
| Specialized Eduation | Quantum Mechanics II | 2 | nomemise | 3 | 70 | 1 | . | . | . | . | - | . | 30 | 1 | . | . | - | - | - | . | . | . | 100 |
| Specialized Education | ${ }_{\text {L }}^{\text {Laboratory Work in Material Sciences }}$ | 1 | ${ }^{\text {ramemim}}$ | 3 |  | . | - |  | . | . | - | . | 50 | 1 | 50 | 1 | . |  | . |  | . | . | 100 |
| Specialized Eduation | Experimental Methods for Materials Sciencs C | 1 | remer | 3 |  |  | - |  | - | - | 100 | 1 | . | . | . | . | - |  | - |  | . | - | 100 |
| Specialized Education | ${ }_{\text {L }}^{\text {Laboratory Work in Material Sciences }}$ | 1 | ${ }^{\text {nome }}$ | 3 | - | . | - | . | - | - | - | . | 50 | 1 | 50 | 1 | - | - | . | . | - | - | 100 |
| Specialized Education | Experimental Methods for Materials Sciencs D | 1 | nemataic | 3 |  | . | . | . | . | . | 100 | 1 | - | . | . | . | . | . | . | . | . | - | 100 |
| Specialized Education | Advanced Leeture on Physical | 1 | nmod | 3 | 100 | 1 | . | . | . | - | . | . | . | . | . | . | - | - | . | . | . | - | 100 |
| Specialized Education | Advanced Lecture on Physical | 1 | "ma | 3 | 100 | 1 | . | . | . | . | . | . | . | . | . | . | - | - | - | . | . | - | 100 |
| Specialized Education | Statistical Physies II | 2 | "momesime | 3 | 70 | 1 | . | . | . | . | . | . | 30 | 1 | - | . | - | . | . | . | . | - | 100 |
| Specialized Education | Solid State Physics I | 2 | "menemand | 3 | 70 | 1 | . | . | - | . | - | . | ${ }^{30}$ | 1 | - | . | - | - | - | - | . |  | 100 |
| Specialized Education | Seminar in Quantum Mechanics II | 2 | nematis | 3 |  |  | . |  | . | . | . | . | 50 | 1 | 50 | 1 | . |  | - |  | . |  | 100 |
| Specialized Education | Advanced Lecture on Physical | 1 | "man | 3 | 100 | 1 | . |  | - | . | - | . | . | . | - | . | . | - | . | . | . | - | 100 |
| Specialized Education | Advanced Lecture on Physical | 1 | nememe | 3 | 100 | 1 | . | . | . | . | - | . | - | . | - | . | - | - | . | . | - | - | 100 |
| Specialized Education | Physics of Complex Liquids and Soft Matters | 2 | nemataic | 4 | 70 | 1 | - | . | . | . | - | . | 30 | 1 | - | - | - | - | - | . | . | $\cdot$ | 100 |
| Specialized Education | Solid State Physis II | 2 | "menemito | 4 | 70 | 1 | - | - | - | - | - | . | 30 | 1 | - | . | - | . | - | . | . | - | 100 |
| Specialized Education | Quantum Information | 2 | mimemaice | 3 | 70 | 1 | . | . | . | . | $\cdot$ | . | 30 | 1 | - | . | . | . | . | . | . | $\cdot$ | 100 |
| Specialized Education | Environmental Analytical Chemistry | 2 | mematice | 2 | 50 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | - | . | . | . | . | . | . | - | 100 |
| Specialized Education | Environmental Geology | 2 | nomberic | 2 | 50 | 1 | . | . | 50 | 1 | - | . | - | - | - | - | - | - | - | . | $\cdot$ | - | 100 |
| Specialized Education | Rhizosphere Science | 2 | nematis | 2 | 50 | 1 | $\cdot$ | . | 25 | 1 | 25 | 1 | $\cdot$ | - | . | . | - | - | $\cdot$ | . | . | - | 100 |
| Specialized Education | Shipboard Exercise for Natural Environment Studies | 1 | Mmemata | 2 | 50 | 1 | . |  |  | . | 25 | 1 | 25 | 1 | . | . | . | . | - | . | . | - | 100 |
| Specialized Education | Fundamental Laboratory Work in Geology | 1 | romatain | 2 | 50 | 1 | - | . | . | . | 25 | 1 | 25 | 1 | - | . | . | . | - | . | . | - | 100 |
| Specialized Education | Practical Methods in Geology | 1 | rememe | 2 | 50 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | - | . | . | - | . | . | $\cdot$ | $\cdot$ | 100 |
| Specialized Eduation | Plant Environmental Physiology | 2 | "menemito | 2 | 50 | 1 | - | . | 50 | 1 | - | . | . | $\cdot$ | - | . | . | - | . | . | - | - | 100 |
| Specialized Eduation | Atmospheric Science | 2 | nimeminic | 2 | 50 | 1 | - | . | 50 | 1 | . | . | . | - | - | . | . | - | - | . | . | - | 100 |
| Specialized Education | Leabratory Work in Natural | 1 | Hememata | 2 | 25 | 1 | - | . | . | . | 25 | 1 | 25 | 1 | 25 | 1 | . | - | - | . | . | - | 100 |
| Specialized Education | Practical Methods in Natural Environmental SciencesA | 1 | nemater | 2 | 25 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | 25 | 1 | - | - | - | . | - | - | 100 |
| Specialized Education | Fundamental Laboratory Work in Biology | 1 | Hememe | 2 | 50 | 1 | - |  | . | . | 25 | 1 | 25 | 1 | . | . | . | - | . | . | . | . | 100 |
| Specialized Education | Fundamental Methodology in Biology | 1 | "mousitio | 2 | 50 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | - | . | - | - | - | . | - | - | 100 |
| Specialized Education | Atmosphere-Vegetation Interaction | 2 | "mesuatio | 2 | 50 | 1 | - | - | 50 | 1 | $\cdot$ | - | - | . | - | . | - | - | - | - | - | - | 100 |
| Specialized Education | Sabo Engineering | 2 | mememate | 3 | 50 | 1 | - | . | - | - | 50 | 1 | - | - | - | $\cdot$ | - | - | - | - | - | $\cdot$ | 100 |
| Specialized Education | Environmental Microbiology | 2 |  | 2 | 50 | 1 | . | . | 25 | 1 | 25 | 1 | $\cdot$ | $\cdot$ | - | $\cdot$ | $\cdot$ | - | . | - | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Quarternary Environment Science | 2 | rememe | 3 | 50 | 1 | . | . | 25 | 1 | 25 | 1 | - | . | . | . | - | - | - | . | . | - | 100 |
| Specialized Education | Laboratory Work in Natural Environmental Sciences B | 1 | reame | 3 | 20 | 1 | . | . | . | . | 20 | 1 | ${ }^{20}$ | 1 | 20 | 1 | - | . | 20 | 1 | . | . | 100 |
| Specialized Education |  | 1 | nomberic | 3 | 20 | 1 | . |  | . | . | 20 | 1 | 20 | 1 | 20 | 1 | - |  | 20 | 1 |  |  | 100 |
| Specialized Education | Climatological ecology | 2 | "mematais | 3 | 50 | 1 | $\cdot$ | . | . | $\cdot$ | 50 | 1 | . | - |  | . |  |  |  |  |  |  | 100 |


| Subject Classification | Subject Name | Credits |  | ade | Evaluation items |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total <br> weighted <br> values of <br> evaluatio <br> n items in <br> the <br> subject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Knowledge and Understanding |  |  |  |  |  |  |  | Abilites and Skills |  |  |  | Comprehensive Abilities |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | (1) |  |  |  | (3) |  | (1) |  |  |  | (3) |  |  |
|  |  |  |  |  | Weighted values of | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { velues of } \end{aligned}$ | Weighted values of | Weighted values of | Weighted <br> values of | Weighted values of | Weighted values of | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\left\lvert\, \begin{aligned} & \text { Weighted } \\ & \text { values of }\end{aligned}\right.$ | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | Weighted values of | Weighted values of | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \end{aligned}$ |  |
|  |  |  |  |  |  | ${ }^{\text {a }}$ | (tateme | ${ }^{\text {atems }}$ | (tame | ${ }^{\text {dems }}$ |  | , etems | (inden | ${ }_{\text {a }}$ |  |  |  | ${ }^{\text {a }}$ |  |  |  | ${ }_{\text {dem }}$ |  |
| Specialized Education | Environmental Mineralogy | 2 | rmomeme | 2 | 50 | 1 | - | . | 50 | 1 | . | . | - | . | - | . | . | . | . | . | - | . | 100 |
| Specialized Education | Laboratory Work in Natural Environnental Sciences C | 1 | 5memetata | 3 | - | . | - | . | . | . | 25 | 1 | 25 | 1 | 25 | 1 | - | . | 25 | 1 | - | . | 100 |
| Specialized Education | Practical Methods in Natural Environmental SciencesC | 1 | Fmemerate | 3 | . | . | - | - | - | . | 25 | 1 | 25 | 1 | 25 | 1 | - | - | 25 | 1 | - | - | 100 |
| Specialized Education | Seminar for Natural Environment | 2 | satise | 3 | . | . | . | . | . | . | 10 | 1 | 10 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 20 | 1 | 100 |
| Specialized Education | ${ }^{\text {Special Lecture on Environmental }}$ | 2 | rmemetio | 3 | 50 | 1 | - | . | - |  | 25 | 1 | 25 | 1 | - | . | . | . | . |  | . | . | 100 |
| Specialized Education | Physical Chemistry of Materials and | 2 | nememeric | 3 | 50 | 1 | - | - | . |  | 25 | 1 | 25 | 1 | - | . | - | - | . |  | - | . | 100 |
| Specialized Education | Lecture and Field Work In Natural Environment | 2 | rmameme | 2 | 25 | 1 | - | - | 25 | 1 | 25 | 1 | 25 | 1 | - | - | - | - | - | . | - | $\cdot$ | 100 |
| Specialized Education | Environmental Risk Management | 2 | outimo | 2 | 30 | 1 | . | . | 30 | 1 | 20 | 1 | 20 | 1 | . | . | . | - | . | . | . | . | 100 |
| Specialized Education | History of Japanese Culture | 2 | Hition | 2 | 50 | 1 | . | . | . | . | 50 | 1 | . | . | . | . | - | - | . | . | . | . | 100 |
| Specialized Education | East Asian History | 2 | romeataie | 2 | 30 | 1 | . | . | 30 | 1 | 40 | 1 | - | - | - | . | - | . | . | . | - | . | 100 |
| Specialized Education | Area Studies | 2 | remetare | 2 | 50 | 1 | 25 | 1 | . |  | 25 | 1 | - | . | . |  | - | . | . |  | . | . | 100 |
| Specialized Education | Special Topics in Area Studies A | 2 | rmedataio | 2 | 50 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | - | . | - | - | . | . | . | . | 100 |
| Specialized Education | Special Topics in Area Studies B | 2 | + | 2 | 50 | 1 | 25 | 1 | . | . | 25 | 1 | . | . | . | . | . | - | . | . | - | . | 100 |
| Specialized Education | Special Topics in Area Studies C | 2 | romemetion | 2 | 50 | 1 | 25 | 1 | . |  | 25 | 1 | . | . | . |  | - | . | . |  | . | . | 100 |
| Specialized Education | German Culture | 2 | rmamesise | 2 | . | . | 100 | 1 | - |  | - | . | . | . | . | . | - | . | . |  | . | . | 100 |
| Specialized Education | Korean Culture | 2 | romentaico | 2 | 40 | 1 | - | . | 30 | 1 | 30 | 1 | . | . | . | . | - | . | . | . | - | . | 100 |
| Specialized Education | Society in the English speaking world | 2 | romeataio | 2 | 10 | 1 | 40 | 1 | . | . | 15 | 1 | . | - | 15 | 1 | - | - | 20 | 1 | . | . | 100 |
| Specialized Education | Seminar on society in the English speaking world | 3 | rmameme | 3 | 20 | 1 | 20 | 1 | . | . | 20 | 1 | - | . | 20 | 1 | - | - | 20 | 1 | . | . | 100 |
| Specialized Education | Modern Japanese Culture and Literature | 2 | mom | 2 | 20 | 1 | 20 | 1 | - | . | 30 | 1 | - | . | . | . | . | - | 30 | 1 | . | . | 100 |
| Specialized Education | Contemporary Chinese Culture and | 2 | nematate | 2 | . | . | 30 | 1 | . |  | - | . | . | . | 30 | 1 | . | . | 40 | 1 | . | . | 100 |
| Specialized Education |  | 2 | romedatao | 2 | . | - | 40 | 1 | . | . | 30 | 1 | - | . | - | . | - | - | . | . | 30 | 1 | 100 |
| Specialized Eduction | European History | 2 | wate | 2 | 30 | 1 | - | . | 20 | 1 | 30 | 1 | 20 | 1 | . | . | . | - | . | . | - |  | 100 |
| Specialized Education | American Society | 2 | sometic | 2 | . | . | 100 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | - | . | 100 |
| Specialized Education | Posteolonialism | 2 | \%ation | 3 | 40 | 1 | . | . | 30 | 1 | 30 | 1 | . | . | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | Seminar in British literature and Social Thought | 2 | remeataic | 3 | . | . | . | . | 20 | 1 | . | . | . | . | 40 | 1 | . | . | 40 | 1 | . | . | 100 |
| Specialized Education | Seminar on Culture of Taiwan | 2 | + | 3 | . | . | 30 | 1 | . | . | . | . | . | . | 30 | 1 | . | . | 40 | 1 | . | . | 100 |
| Specialized Education | SeminarIn Social and Cultural Historv of East Asia | 2 | remetare | 3 | . | . | 35 | 1 | . | - | - | - | - | . | 35 | 1 | - | . | . | . | 30 | 1 | 100 |
| Specialized Education | Seminar in European History | 2 | +im | 3 | . | . | 30 | 1 | . | . | 25 | 1 | . | . | 25 | 1 | 20 | 1 | . | . | . | . | 100 |
| Specialized Education | Seminar in American Society | 2 | , watio | 3 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | - | . | . | . | . | - | 25 | 1 | . | . | 100 |
| Specialized Education | Seminar in Modern Japanese Culture and Literature | 2 | romestaice | 3 | 20 | 1 | 20 | 1 | . | . | 20 | 1 | . | . | 20 | 1 | - | . | 20 | 1 | . | . | 100 |
| Specialized Education | French Civilization | 2 | \%atios | 3 | . | . | 50 | 1 | . | . | . | . | . | . | . | . | . | . | 50 | 1 | . | . | 100 |
| Specialized Education | Seminar in Traditional Chinese Culture | 2 | romeataion | 3 | 60 | 1 | . | . | - | . | ${ }^{40}$ | 1 | - | - | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | Seminar in Japanese Cultural History | 2 | nomederice | 3 | 50 | 1 | - | . | . | . | . | . | . | . | 50 | 1 | . | - | . | . | . | . | 100 |
| Specialized Education | Seminar in East Asian History | 2 | rmememe | 3 | . | . | . | . | 40 | 1 | 30 | 1 | 30 | 1 | . | . | - | . | . | . | . | . | 100 |
| Specialized Education | British Society Studies | 2 | rmomataio | 2 | 25 | 1 | 25 | 1 | 25 | 1 | - | . | . | . | 25 | 1 | - | . | . | . | . | . | 100 |
| Specialized Education | Seminar on British Society | 2 | watr | 3 | 25 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | 25 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | Mongolia Area Studies | 2 | Hution | 2 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | . | . | . | . | . | - | 25 | 1 | . | . | 100 |
| Specialized Education | Seminar of Mongoia Area Studies | 2 | nomestais | 3 | 25 | 1 | - | . | 25 | 1 | 25 | 1 | - | . | . | . | - | . | 25 | 1 | . | . | 100 |
| Specialized Education | Text Culture | 2 | rmamesise | 2 | 50 | 1 | - | . | . | . | - | . | . | . | . | . | . | . | 50 | 1 | . | . | 100 |
| Specialized Education | Biblical Studies | 2 | romeataino | 2 | 25 | 1 | . | . | . | . | - | . | 25 | 1 | - | . | . | . | 50 | 1 | . | . | 100 |
| Specialized Education | Study of Euro-American Cultural Contact | 2 | mematas | 2 | . | . | - | . | 50 | 1 | . | . | 40 | 1 | . | . | . | . | 10 | 1 | . | . | 100 |
| Specialized Education | Sociology of educationInIts relation to power | 2 | rmamemis | 2 | . | . | . | . | . | . | 50 | 1 | . | . | . | . | . | . | 50 | 1 | . | . | 100 |
| Specialized Education | British and American Literature | 2 | nemataie | 2 | 25 | 1 | 50 | 1 | - |  | 25 | 1 | . | . | . | . | - | . | . | . | - | - | 100 |
| Specialized Education | Seminar in Comparative Culture | 2 | rmamexise | 2 | . | . | 50 | 1 | . | . | - | . | - | . | 50 | 1 | - | . | - | . | . | . | 100 |
| Specialized Education | Urban Culture | 2 | rmanation | 2 | 40 | 1 | - | . | - | . | $\cdot$ | . | 30 | 1 | - | . | - | . | 30 | 1 | - | . | 100 |
| Specialized Education | Social History of Medicine | 2 | aratis | 2 | 30 | 1 | - | . | . | . | 30 | 1 | . | . | . | . | . | . | 40 | 1 | . | . | 100 |
| Specialized Education | Introduction to Cultural Studies | 2 | watios | 2 | 60 | 1 | - | . | 20 | 1 | . | . | . | . | 20 | 1 | - | . | . | . | . | . | 100 |
| Specialized Education | Seminar on Development Policy and Science | 2 | nematam | 2 | 30 | 1 | - | . | . | . | . | . | - | . | 30 | 1 | . | . | ${ }^{40}$ | 1 | . | . | 100 |
| Specialized Education | Seminar in British and American Literature | 2 | nom | 3 |  |  | 50 | 1 | - |  | 25 | 1 | - |  | 25 | 1 |  | . | . |  | . | . | 100 |
| Specialized Education | Comparative Literature | 2 | rmamame | 3 | $\cdot$ | . | 50 | 1 | . | . | - | . | . | . | 50 | 1 | - | . | - | . | - | - | 100 |
| Specialized Education | Seminar in Urban Culture | 2 | nomamame | 3 | 40 | 1 | . | . | 30 | 1 | - | . | $\cdot$ | . | . | . | . | . | 30 | 1 | . | . | 100 |
| Specialized Education | Seminar on Social History of Medicine | 2 | romemem | 3 | 30 | 1 | - | . | . | . | - | . | 30 | 1 | . | . | - | . | . | . | ${ }^{40}$ | 1 | 100 |
| Specialized Education | Seminar on Cultural Studies I | 1 | rmamation | 3 | 20 | 1 | - | - | ${ }^{3}$ | 1 | - | . | . | . | 50 | 1 | . | . | . | . | . | . | 100 |
| Specialized Education | Seminar on Cultural Studies II | 1 | rmomemer | 3 | 20 | 1 | $\cdot$ | - | 30 | 1 | $\cdot$ | . | $\cdot$ | . | 50 | 1 | - | - | $\cdot$ | . | . | . | 100 |
| Specialized Education | Policy information exercise | 2 | rmamesion | 3 | 25 | 1 | - | . | . | . | 25 | 1 | . | . | . | . | 25 | 1 | 25 | 1 | . | - | 100 |
| Specialized Education | Sociology of migration andIntegration | 2 | rmasation | 3 | . | . | - | . | 50 | 1 | . | . | . | . | . | . | . | . | 50 | 1 | . | . | 100 |
| Specialized Education | SeminarIn Study of Euro-American Cultural Contact | 2 | nomm | 3 | - | . | . | . | 20 | 1 | 50 | 1 | . | . | - | . | . | . | - | . | 30 | 1 | 100 |
| Specialized Education | Seminar in Biblical Studies | 2 | rmanamisa | 3 | 20 | 1 | . | . | . | . | 20 | 1 | . | . | 20 | 1 | . | . | 40 | 1 | . | . | 100 |
| Specialized Education | Cultures and Boundaries I | 1 | nomameme | 2 | 50 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | - | $\cdot$ | . | - | $\cdot$ | 50 | 1 | . | . | 100 |
| Specialized Education | Cultures and Boundaries II | 1 | rmamemim | 2 | 50 | 1 | . | $\cdot$ | . | . | - | . | . | . | $\cdot$ | . | - | . | 50 | 1 | . | . | 100 |
| Specialized Education | Comparative History of Technology | 2 | rmamesto | 2 | 50 | 1 | 20 | 1 | 10 | 1 | - | . | - | . | 20 | 1 | - | . | . |  | - | . | 100 |
| Specialized Education | ContemporaryIndustrial theory | 2 | rmamexime | 2 | 25 | 1 | 25 | 1 | . | . | 25 | 1 | 25 | 1 | . | . | - | - | . | . | . | - | 100 |
| Specialized Education | Religious and Political Society | 2 | rmasaraio | 2 | 25 | 1 | 25 | 1 | 50 | 1 | . | . | . | . | . | . | . | . | . | . | . | . | 100 |
| Specialized Education | ${ }^{\text {Special Lecture on Social }}$ | 2 | rememetam | 2 | 50 | 1 | - | . | - | . | 50 | 1 | . | . | - | - | $\cdot$ | $\cdot$ | $\cdot$ | - | . | . | 100 |
| Specialized Education | Welfare Sociology | 2 | rmamemor | 2 | 50 | 1 | - | . | . | . | 50 | 1 | . | - | - | . | - | - | . | . | . | . | 100 |
| Specialized Education | International Developmental | 2 | remamimo | 2 | 50 | 1 | . | . | - |  | 50 | 1 | . | , | . | . | - | . | . |  | . | . | 100 |
| Specialized Education | Studies in Sociological Method | 2 | nome | 2 | 30 | 1 | . | . | . | . | - | . | 30 | 1 | - | . | - | . | 40 | 1 | . | - | 100 |
| Specialized Education | Regional Sociology | 2 | nowatam | 2 | 30 | 1 | - | . | . | . | . | 1 | 30 | . | - | . | 40 | 1 | . | . | . | . | 100 |
| Specialized Education | Social Dynamics | 2 | rmamatro | 2 | 50 | 1 | - | . | . | . | 50 | 1 | - | . | - | . | . | - | . | . | . | . | 100 |
| Specialized Education | Modern Legal Poicy | 2 | rmomemiso | 2 | 30 | 1 | . | . | . | . | 30 | 1 | . | . | . | . | - | . | 40 | 1 | . | . | 100 |
| Specialized Education | Special Lecture on Social Environment B | 2 | rememision | 2 | 50 | 1 |  |  |  |  | 50 | 1 |  |  |  |  |  |  |  |  |  |  | 100 |



| Subject Classification | Subject Name | Credits | $\begin{gathered} \text { Type of } \\ \text { cousse } \\ \text { registrati } \\ \text { on } \end{gathered}$ | Grade | Evaluation items |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Total <br> weighted <br> values of <br> evaluatio <br> n items in <br> the <br> subject |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Knowled | dge and | Underst | tanding |  | (1) ${ }^{\text {Ab }}$ |  | bilities and Skills |  |  |  | Comprehensive Abilities |  |  |  |  |  |  |
|  |  |  |  |  | (1) |  | (2) |  | (3) |  |  |  |  | 2) |  | 3) |  | 1) |  | 2) |  | 3) |  |
|  |  |  |  |  | Weighted values of evaluation entem in the | $\begin{aligned} & \begin{array}{l} \text { Weighted } \\ \text { values of } \\ \text { evaluation } \end{array} \\ & \text { items } \end{aligned}$ | $\begin{aligned} & \left\lvert\, \begin{array}{l} \text { Weighted } \\ \text { values of } \\ \text { neau } \\ \text { evalation } \\ \text { items in } \\ \text { the } \end{array}\right. \end{aligned}$ | Weighted <br> values of <br> evaluation <br> items | Weighted <br> values of <br> evaluation <br> items in <br> the | $\begin{array}{\|l\|l} \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \\ \text { vevaluation } \\ \text { intems } \end{array} \end{array}$ | $\begin{array}{l}\text { Weighted } \\ \text { values of } \\ \text { vavaution } \\ \text { itematin } \\ \text { the }\end{array}$ | $\left\|\begin{array}{l} \text { Weighted } \\ \text { velges of } \\ \text { vevaluation } \\ \text { items } \end{array}\right\|$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \\ & \text { evaluation } \\ & \text { items in } \\ & \text { the } \end{aligned}$ | Weighted <br> values of <br> evaluation <br> items | Weighted <br> values of <br> vevaluation <br> items <br> the in | $\begin{aligned} & \begin{array}{l} \text { Weighted } \\ \text { values of } \\ \text { evaluation } \\ \text { items } \end{array} \end{aligned}$ | Weighted <br> values of <br> evauation <br> items inthe | Weighted <br> values of <br> evaluation <br> items | $\begin{aligned} & \begin{array}{l} \text { Weighted } \\ \text { velues of } \\ \text { vevaluation } \\ \text { evalus } \\ \text { item in } \\ \text { the } \end{array} \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { Weighted } \\ & \text { values of } \\ & \text { evaluation } \\ & \text { items } \end{aligned}$ | $\begin{aligned} & \hline \begin{array}{l} \text { Weighted } \\ \text { values of } \\ \text { n } \\ \text { evaluation } \\ \text { items in } \\ \text { the } \end{array} \\ & \hline \end{aligned}$ | $\begin{array}{l}\text { Weighted } \\ \text { values of } \\ \text { evaluation } \\ \text { items }\end{array}$ |  |
| Specialized Education | Science Studies | 2 | ${ }^{\text {Frece eletrive }}$ | 2 | 50 | 1 | - | $\cdot$ | - | $\cdot$ | $\cdot$ | - | 25 | 1 | - | $\cdot$ | $\cdot$ | - | 25 | 1 | $\cdot$ | - | 100 |
| Specialized Education | Environmental Economics | 2 | Free clective | 2 | 50 | 1 | - | - | - | - | 50 | 1 | $\cdot$ | $\cdot$ | - | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | - | 100 |
| Specialized Education | History of Environmental Issues | 2 | Free elctive | 2 | 50 | 1 | $\cdot$ | - | 25 | 1 | - | . | - | - | 25 | 1 | $\cdot$ | - | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Brain Science | 2 | Free eletrive | 3 | 70 | 1 | - | - | 10 | 1 | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | $\cdot$ | - | $\cdot$ | - | 20 | 1 | $\cdot$ | $\cdot$ | 100 |
| Specialized Education | Analysis for Economic Development | 2 | $\mathrm{r}_{\text {rece cletrice }}$ | 2 | 30 | 1 | - | - | - | - | 30 | 1 | - | $\cdot$ | - | - | - | - | 40 | 1 | - | - | 100 |
| Specialized Education | Gender and Academic Disciplines | 2 | $\mathrm{Frex}^{\text {cestative }}$ | 2 | - | - | $\cdot$ | - | 100 | 1 | $\cdot$ | - | - | $\cdot$ | $\cdot$ | - | - | - | - | $\cdot$ | $\cdot$ | - | 100 |
| Specialized Education | Risk Studies | 2 | $\mathrm{rrecectactive}^{\text {d }}$ | 2 | - | - | - | - | 30 | 1 | - | - | 30 | 1 | - | - | - | - | 40 | 1 | - | - | 100 |
| Specialized Education | Studies of Asia | 2 | ${ }^{\text {Frex eleterive }}$ | 2 | 30 | 1 | - | - | - | - | 30 | 1 | - | - | - | - | - | - | 40 | 1 | $\cdot$ | - | 100 |
| Specialized Education | Accessibility Studies | 2 | ${ }^{\text {Frece eletave }}$ | 2 | - | - | - | - | 20 | 1 | - | - | 40 | 1 | - | - | - | - | 40 | 1 | $\cdot$ | - | 100 |
| Specialized Education | Natural Sciences of Life and Environment | 1 | ${ }^{\text {Free cletrive }}$ | 1 | 80 | 1 | - | - | - | - | - | - | 10 | 1 | - | - | - | - | 10 | 1 | - | - | 100 |

Sheet 4
Curriculum Map of Integrated Arts and Sciences

| Academic achievements Evaluation items |  | 1st grade |  | 2nd grade |  | 3rd grade |  | 4th grade |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester | Spring semester | Fall semester |
|  | Knowledge and understanding of the importance and characteristics of each discipline and basic theoretical framework. | OPeace Science Courses | OPeace Science Courses | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  | Basic Courses in University Education | OArea Courses |  |  |  |  |  |  |
|  |  | OArea Courses | OHealth and Sports Courses |  |  |  |  |  |  |
|  |  | OHealth and Sports Courses | OFoundation Courses |  |  |  |  |  |  |
|  |  | $\bigcirc$ Foundation Courses |  |  |  |  |  |  |  |
|  | Knowledge and understanding of "Japanese and Japanese culture" and "foreign languages and foreign culture" which are prerequisite abilities for communication with peoples in different culture and areas. | OPeace Science Courses | OPeace Science Courses | OForeign Languages | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  | OForeign Languages | OForeign Languages | OSpecial Education |  |  |  |  |  |
|  |  | OArea Courses | OArea Courses |  |  |  |  |  |  |
|  |  | OFoundation Courses | $\bigcirc$ Foundation Courses |  |  |  |  |  |  |
|  | The knowledge and understanding to fully recognize the mutual relations and their importance among individual academic diciplines. | OInvitation to Integrated Arts and Sciences | OIntroduction to Integrated Arts and Sciences | OSpecial Education | Special Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  | OPeace Science Courses | OPeace Science Courses |  |  |  |  |  |  |
|  |  | Basic Courses in <br> University <br> Education | OArea Courses |  |  |  |  |  |  |
|  |  | OArea Courses | $\bigcirc$ Foundation Courses |  |  |  |  |  |  |
|  |  | OFoundation Courses |  |  |  |  |  |  |  |


|  | The ability and skills to collect and analyze necessary literature or data among various sources of information on individual academic disciplines. | OInformation and Data Science Cniurses |  | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | The ability and skills to specify necessary theories and methods for consideration of issues. | 〇Introductory Seminar for First-Year Students | $\triangle$ Advanced Seminar | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  | $\triangle$ Advanced Seminar |  |  |  |  |  |  |  |
|  | The abilities and skills to summarize one's own research in reports or academic papers, and to deliver presentations at a seminar or research meetings, and to answer questions. | OIntroductory Seminar for First-Year Students | OIntroduction to Integrated Arts and Sciences | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  | OInvitation to Integrated Arts and Sciences | $\triangle$ Advanced Seminar |  |  |  |  | OSpecial Study | OSpecial Study |
|  |  | $\triangle$ Advanced Seminar |  |  |  |  |  |  |  |
|  | The general ability to discover issues based on the ethics in research and subjective intellectual interests, and make planning to solve them. | $\triangle$ Advanced Seminar | $\triangle$ Advanced Seminar | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  |  |  |  |  |  |  | OSpecial Study | OSpecial Study |
|  | The ability to conduct research proactively by combining knowledge, understanding, and skills for the tasks, based on flexible creativity and imagination. | $\triangle$ Advanced Seminar | OIntroduction to Integrated Arts and Sciences | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  |  | $\triangle$ Advanced Seminar |  | OInterdisciplinary Subjects | OInterdisciplinary Subjects | OInterdisciplinary Subjects | OInterdisciplinary Subjects | OInterdisciplinary Subjects |
|  |  |  |  |  |  |  |  | OSpecial Study | OSpecial Study |
|  | The general ability to logically and simply explain one's own ideas on ways of solving issues to people in different culture and areas, and demonstrate leadership in discussion. | $\triangle$ Advanced Seminar | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects | $\triangle$ Specialized Foreign Language Subiects |
|  |  |  | $\triangle$ Advanced Seminar | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education | OSpecial Education |
|  |  |  |  |  |  |  |  | OSpecial Study | OSpecial Study |
| Liberal Arts Education Subjects |  |  |  |  | Specialized Education Subjects | Graduation Thesis | (O)Required (O) Elective/required |  | $(\Delta)$ Free elective |

