

# For entrants in AY 2023

Appended Form 1

## Specifications for Major Program

Name of School (Program) [School of Engineering Cluster 1(Mechanical Systems, Transportation, Material and Energy)]

Program name (Japanese)	輸送システムプログラム
(English)	Program of Transportation Systems

1. Academic degree to be Acquired : Bachelor's degree in engineering

### 2. Overview

#### (1) Overview of "English-based Bachelor's Degree Program"

This program aims to foster and produce future members of a global society who have the knowledge to be innovative, creative, take leadership, and possess language abilities that will help them play an important role in the international world.

This program focuses specifically on producing individuals who are capable of addressing various global issues from an engineering perspective and contribute to the creation of new and valuable solutions that are significant to both the industrial and academic societies.

Students enrolled in the program will begin the curriculum from the first semester of their first year.

In the second year, students will set off on their major programs and take the designated courses which are offered at each cluster. Major program overview is as (2).

#### (2) Program overview of "Program of Transportation Systems".

Since ancient times, humankind has developed civilization through the transportation of people and goods. Vehicles, which are a product of civilization, play an important role as a means of transporting people and goods. Furthermore, with the development of civilization, these vehicles have expanded their field from the land to the sea and then to the air. In modern times, the globalization of humankind's activity has been increasing, and complicated transportation networks have been established throughout the whole geosphere, including land, sea, and air, to support humankind's various activities. Engineering technology for transportation equipment, especially marine vessels, aircraft, automobiles, railways, and distribution systems, has become more important than ever. Meanwhile today, the geosphere, which is the field in which transportation equipment is moved, is facing serious environmental problems. In considering engineering technology for transportation equipment, it is indispensable to have the perspective of creating and maintaining not only design, from the existing viewpoint of low environmental load, but also a system of coexistence, in which artificial transportation equipment and the natural environment are in harmony with each other. Therefore, it is extremely important to develop engineering technology for creating and maintaining the geospheric environment, while exploring the oceanic and aerial environments, both locally and globally, from a physical engineering perspective. It is crucially important to establish engineering technology that enables transportation equipment and the geosphere to coexist. The Program of Transportation Systems offers the comprehensive education in engineering required by engineers working in such areas.

To be more specific, the program offers general basic education in the first year, basic education in engineering, such as mathematics and dynamics, in the second year, and specialized engineering education in the third and fourth years. During this time, students are required to acquire a wide range of knowledge about transportation equipment and the geospheric environment, and to enlarge their thinking skills. In other words, students learn the engineering skills necessary to plan, manufacture, construct, and maintain transportation equipment that can coexist in harmony with the natural environment and with distribution systems. Students also analyze and assess the geospheric environment, and study the areas of engineering relevant to planning, designing, creating, and maintaining environment-related equipment and environmental systems, in order to reduce the impact on the environment

One of the characteristics of this program is that development of overall ability as engineers is particularly

emphasized, in addition to education in engineering knowledge. To that end, one of the key pillars of the program is the Project Creation Group, which allows students to actually plan, design, and manufacture products, and evaluates performance using engineering methodology. Through such learning, the program develops people who can actively take a comprehensive approach to technical issues related to transportation equipment and the geosphere, including land, ocean, air, and environment-related equipment. In other words, the program produces professionals who are able to discover problems on their own, explore solutions to the problems scientifically and rationally, and become engineers or researchers capable of taking action and showing leadership in solving problems in a harmonious and ethical way.

Technology developed by the program is mainly deployed in the areas of transportation equipment, environmental conservation, and natural energy utilization. To be more specific, the technology is not only deployed in hardware areas such as marine vessels, aircraft and spacecraft, automobiles, information and telecommunication equipment, and wind and ocean-current power generation, but also in software areas such as transportation and distribution systems, electronic and computer systems, systems engineering, and a wide range of other areas.

### 3. Academic Awards Policy (Goals of the Program and Policy for Awarding Degrees)

The Program of Transportation Systems aims to nurture engineers and researchers with expertise related to transportation equipment (engineering for planning, manufacturing, building, and maintaining transportation equipment and distribution systems that can coexist in harmony with the natural environment), and coexistence with the environment (engineering for planning, designing, creating and maintaining environment-related equipment and environmental systems to analyze and better understand the geospheric environment, and to reduce the impact on the environment). In addition to that, the Program of Transportation Systems trains engineers and researchers capable of taking action and showing leadership, who are able to actively discover engineering problems, explore solutions to the problems scientifically and rationally, and solve various engineering issues in an ethical and harmonious way.

Accordingly, this program awards a bachelor's degree in engineering to students who have acquired a Liberal Arts education aimed at developing a broad and deep range of general knowledge, a global perspective for peace, general decision-making skills, and a well-rounded character; a specialized education designed to meet the goals listed below; and the number of credits necessary to meet the standard of the course.

Goal A: The acquisition of general knowledge in the three fields of natural science, humanities and society, and education, aimed at nurturing ethics and the ability to think about things from various perspectives.

Goal B: The acquisition and understanding of the fundamental knowledge required by engineers and researchers.

Goal C: The nurturing of expertise related to transportation equipment and coexistence with the environment, and the nurturing of the ability to apply this expertise to solving problems.

Goal D: The nurturing of the ability to create designs related to transportation equipment and coexistence with the environment, and the nurturing of the ability to run projects.

Goal E: The nurturing of communication skills and the ability to transmit information required by engineers and researchers.

### 4. Curriculum Policy (Policy for Preparing and Implementing the Curriculum)

The Program of Transportation Systems prepares and puts into practice a curriculum based on the following policy, to ensure that students are able to achieve the goals of the program.

- In the first year, students take core subjects composed of compulsory and elective subjects. These subjects correspond to Goal A. They are composed of languages, information subjects, mathematics and science subjects, the introductory subjects of this program, and other Liberal Arts Education subjects.

- In the second year, students take compulsory subjects and elective subjects. These are composed of mathematical and dynamic systems subjects, which correspond to Goal B, and subjects related to mechanics of materials and fluid dynamics, which correspond to Goal C.

- In the third year, students take subjects that are closely related to transportation equipment and coexistence with the environment. At the same time, students cultivate highly professional knowledge and abilities through experiments, training, and subjects related to design and production projects. These are composed of subjects

based on professional dynamic systems, which correspond to Goal C, and subjects based on project work, which correspond to Goals D and E.

• In the fourth year, students work on their graduation theses, making full use of the abilities gained by meeting Goals A to E in the Program of Transportation Systems. Based on the theses and presentations submitted, mastery of Goals A to E is generally evaluated.

In the curriculum described above, teaching and learning will be implemented by utilizing active learning and online classes, depending on the delivery methods of the program, such as lectures, experiments and seminars.

In addition to grading in each subjects, learning outcomes are evaluated based on the degree to which the goals set by the educational program are achieved.

#### 5. Program Timing/Acceptance Conditions

##### ○ When to start the program

The English-based Bachelor's Degree programs begin in the first semester of the first year. Enrollment in Program of Transportation Systems occurs in the second semester of the second year.

##### ○ Additional Requirements

To determine acceptance into the English-based Bachelor's Degree program, all applicants are required to have an individual consultation with the faculty committee members.

##### ○ Credit requirements

Before the start of the second semester of the second year. Assignment to educational programs is decided based on student request and academic results no later than the end of the first semester of the second year.

#### 6. Qualifications to be Acquired

Type-1 High School Teaching License (Industry)

(Students must acquire the required number of credits for the Type-1 High School Teaching License (Industry), in addition to the required number of credits for this program.)

#### 7. Class subjects and course content

\* For class subjects, see the course list table on the attached sheet.

\* For course content, see the syllabus for each fiscal year.

\* All courses are taught in Japanese. Course materials may be written in both Japanese and English or only English.

#### 8. Academic Achievements

At the end of each semester, evaluation criteria are applied to each academic achievement evaluation item to clearly demonstrate the attainment level. Students' grade calculation for each subject, from admission to the current semester, is given in one of three levels: "Excellent," "Very Good," and "Good," based on evaluation criteria calculated by adding the weighted values to the numerically-converted values of their academic achievements (S = 4, A = 3, B = 2, and C = 1) in each subject being evaluated.

Evaluation of academic achievement	Converted values
S(Excellent: 90 points or higher)	4
A(Superior:80-89 points)	3
B(Good: 70-79 points)	2
C(Fair: 60-69 points)	1

Academic achievement	Evaluation criteria
Excellent	3.00~4.00
Very Good	2.00~2.99
Good	1.00~1.99

\* For the relation between evaluation item and evaluation criteria, see the attached sheet 2.

\* For the relation between evaluation item and class subjects, see the attached sheet 3.

\* For curriculum map, see the attached sheet 4.

## 9. Graduation Thesis (Graduation Research) (Positioning, when and how it is assigned, etc.)

### ○Class Goals

Students are assigned to their respective educational subjects and tutors from the Program of Transportation Systems, and choose a topic related to a specialized field. Students apply their acquired knowledge and abilities and conduct research that enables them to enhance their problem-solving abilities while trying to gain new knowledge.

Doing the above aims at cultivating the following abilities (the learning goals and corresponding evaluation items are also given):

1. Students can demonstrate scientific knowledge concerning multiple solutions to the challenges of the research. (Goal A, evaluation items: Knowledge/Understanding-1, Ability/Skills-1).
2. Students can explain knowledge and methodology that forms a basis for constituent technology related to the challenges of the research. (Goal B, evaluation items: Knowledge/Understanding-2, -3, Ability/Skills-2, -3)
3. Students can explain not only the constituent technology, related to the phenomena which form the object of their research, but also integrated, applied technology. They are also able to explain the validity and credibility of their analytical method, the applicability of their engineering knowledge, and the limits and social significance of the technology. (Goal C, evaluation items: Knowledge/Understanding-4, -5, -6, Ability/Skills-4, -5, -6)
4. Students can discover problems in their chosen research on their own initiative, explore solutions to the problems scientifically and rationally, and solve the problems logically, harmoniously, and ethically. Students can explain the validity and credibility of their analytical method. (Goal D, evaluation item: Overall Ability-1)
5. Students can express the details of their research through the effective use of written explanations, charts, and formulas, and, at the same time, are able to give presentations in a proper way. (Goal E, evaluation item: Overall Ability-2)
6. Students can identify knowledge and issues in their research results in order to answer further complex questions. (Goal E, evaluation item: Overall Ability-2)
7. Students can conduct research systematically within constraints, and can compile their results to complete a paper. (Goal E, evaluation item: Overall Ability-2)

### ○ When and how it is assigned

In principle, educational subjects are decided based on the student's request. However, the acceptable number of students for each educational subject is limited due to the need for educational guidance. As such, when students' requests are disproportionately distributed, some adjustment is made. The following is the schedule for graduation theses.

1. In early February of the third year, how theses are assigned and the topic of the theses for each educational subject are explained.
2. In the middle of February in the third year, students attend a final presentation for further understanding of graduation theses.
3. At the end of March in the third year, where to assign those who pass the standard for embarking on a thesis is decided at orientation.
4. How to proceed with research varies according to the topic of research for each educational subject. Students begin with research into the literature, then attend seminars, conduct surveys and experiments, and continue to work actively on research under the guidance of tutors. (The tutors evaluate learning and research attitudes in the middle of February.)
5. More than one tutor, including the head tutor, check the evaluation of class goals 5 and 1 - 3.
6. At the beginning of February in the fourth year, the students submit their theses to two examiners (head tutor and deputy head tutor) to receive evaluation of their level of attainment of class goals 1 - 7.
7. The students receive evaluation of class goals 5 and 6 at the final presentation held in the middle of February in the fourth year.

### ○ Method of Evaluating Performance Rating

(1)Tutors make appropriate checks to ensure that students spend time studying on a daily basis, so that they can continually enhance their problem-solving abilities, and that they conduct research, using their research

daybooks, seminar data, research notebooks, relevant literature, etc. as reference and, based on this, the tutors evaluate the students' learning and research attitudes during the year.

(2)The head and deputy-head tutors evaluate the level of attainment of the class goals 1 - 7 based on the theses submitted.

(3)Furthermore, in the mid-term and final presentations, one or more teachers in attendance make an evaluation based mainly on the level of attainment of class goal 5.

Students who have earned a mark of 60% or more in all three of the above evaluations are considered to have passed and are awarded credit.

o Other

This program aims to cultivate overall abilities by making full use of wide-ranging education and vision (Goal A , evaluation items: Knowledge/Understanding -1. Ability/Skills -1), basic knowledge (Goal B, evaluation items: Knowledge/Understanding -2, 3 Ability/Skills -2, 3), specialized knowledge and applied skills (Goal C, evaluation items: Knowledge/Understanding -4, 5, 6 Ability/Skills -4, 5, 6) design skills and the ability to get things done (Goal D, evaluation item: Overall Ability -1), communication skills and information transmitting skills (Goal E , evaluation item: Overall ability -2) , all of which are obtained through taking the Program of Transportation Systems. Also, based on the thesis and presentation content, mastery of the abilities that graduates of this program must acquire is evaluated in a comprehensive manner.

The graduation thesis must be written in English in “English-based Bachelor’s Degree Program”.

## 10. Responsibility-taking System

### (1) PDCA Responsibility-taking System (“Plan,” “Do,” “Check,” and “Act”)

In order to monitor and improve this education program, an educational monitoring and improvement system has been established, as shown in the chart below, and has been in operation since 2003. This educational monitoring and improvement system is composed of two PDCA systems, the PDCA system responsible for the monitoring and improvement of each subject and its related subjects, and the PDCA system responsible for the monitoring and improvement of the entire Education Program, including the educational goals and the image of students that is presented.

Under the monitoring and improvement system for each course, each subject and its related subjects are monitored and improved in PDCA cycles as described below.

#### Plan: Preparing the Syllabus

- For each subject, a WG checks the syllabus prepared by the person in charge of the subject, then either ratifies it or makes improvements.

#### Do: Giving a class

- The person in charge of the subject gives a class based on the syllabus approved by the subject WG.

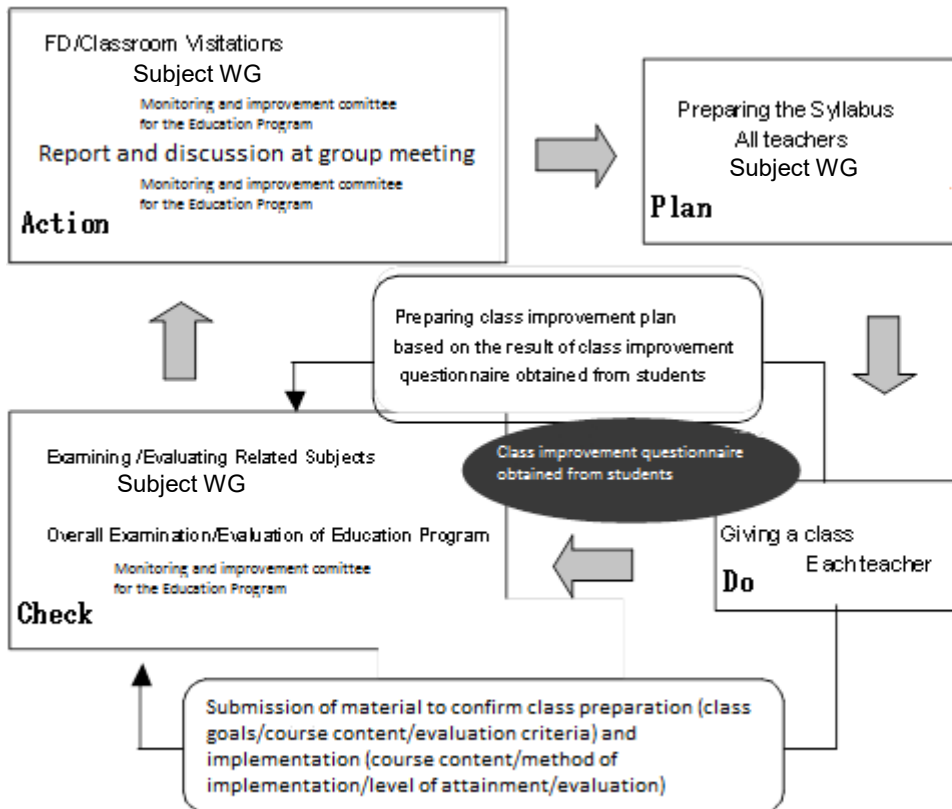
#### Check: Examining and Evaluating Related Subjects, Overall Examination and Evaluation of the Education Program

- The subject WG checks if the planning and implementation of the class is appropriate, then ratifies it or makes improvements.
- The monitoring and improvement committee for the Education Program checks if the planning and implementation of the class is appropriate, then either ratifies it or makes improvements. At that time, the materials for confirming the planning and implementation of the subject, as well as the results of class improvement questionnaire obtained from students, are used.

#### Action: FD/Classroom Visitations, Report to Faculty Member Meeting/ Discussion

- FD and classroom visitations are conducted at the initiative of the subject WG and the monitoring and improvement committee for the Education Program.

- When faculty members participate in external FD, the details must be reported at a faculty meeting.



## (2) Education Program PDCA

In the monitoring and improvement system for the Education Program, the Education Program is monitored and improved in the PDCA style described below.

Plan: Creating the Education Program

- The Education Program is created at by the subject WG, the monitoring and improvement committee for the Education Program, and the Educational Affairs Committee of the School of Engineering.

Do: Implementing the Education Program and Cooperating with Related Subjects

- The Education Program is implemented by each teacher, by the subject WG, and by the monitoring and improvement committee for the Education Program. At that time, cooperation is enlisted from related subjects.

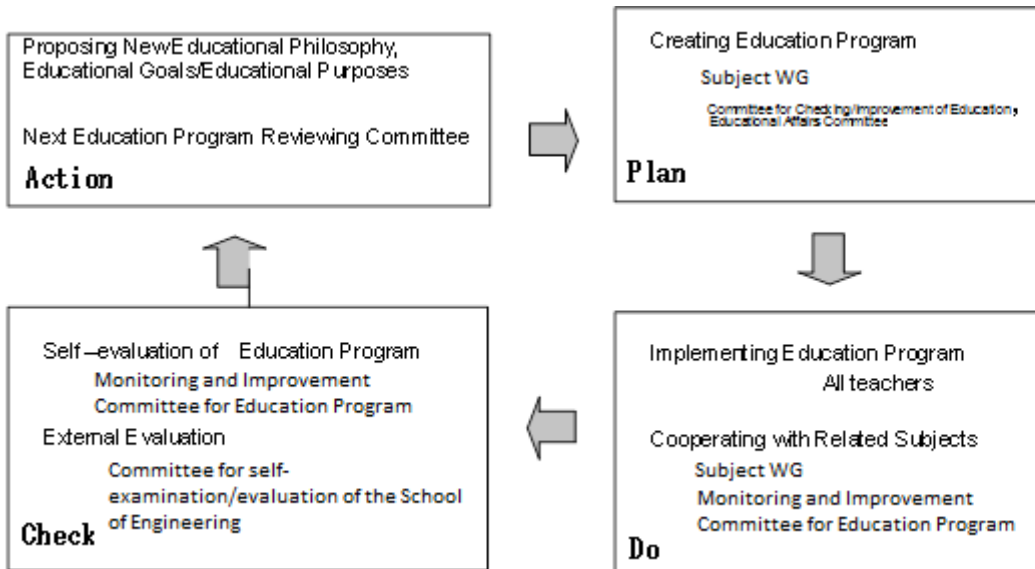
Check: Self-examination of the Education Program and External Evaluation

- In the monitoring and improvement committee for the Education Program, problems with the program are examined based on the questionnaires obtained from graduates and students of the school for confirmation or making improvements
- In the monitoring and improvement committee for the School of Engineering, external examination and evaluation of the planning and implementation of the Education Program are made.

Action: Proposing New Educational Philosophy, Educational Goals/Educational Purposes

- At the next Education Program review committee, the educational philosophy and educational goals and purposes are reviewed by using the results of the above self-examination and external evaluation as

reference.



### (3) Program evaluation

Under the two PDCA systems detailed above, the subject WG and monitoring and improvement committee for the Education Program carry out their checks and evaluations. The following describes the activities of each committee in detail.

#### Subject WG

All subjects provided by this Education Program are divided into several categories. A subject WG is held by the person in charge of each related subject.

In the subject WGs, class plans, achievements, and the result of classes given (based on class improvement questionnaires) are discussed.

#### Monitoring and Improvement Committee of the Education Program

While the responsibility for planning and implementing each subject, and its related subjects, lies with the above-mentioned WGs, the responsibility for identifying and solving problems with the entire Education Program rests on the monitoring and improvement committee for the Education Program. This committee is composed of directors and the persons responsible for the subject WGs. The committee checks and analyzes the activities of the subject WGs, as well as discussing problems with the entire Education Program.









Academic Achievements in Transportation Systems Program  
The Relationship between Evaluation Items and Evaluation Criteria

Academic achievement		Evaluation Criteria		
Evaluation Items		Excellent	Very Good	Good
Knowledge and Understanding	(1) Cultural subjects: Acquiring general knowledge from viewpoints of Nature, Human and Society Science, and the understanding of a sense of ethics.	To be able to sufficiently understand the current status of earth's environment and possible future problems. Also, to be able to adequately state multiple scientific perceptions concerning engineering	At the standard level, to be able to understand the current status of earth's environment and possible future problems. Also, to be able to state multiple scientific perceptions concerning engineering	At the minimum level, to be able to understand the current status of earth's environment and possible future problems. Also, to be able to state multiple scientific perceptions concerning engineering
	(2) Mathematical and mechanical subjects: To understand basic knowledge of mathematical dynamical system, which is essential knowledge for engineers and	To be able to sufficiently understand equations which dominate major elements of phenomena, through basic subjects such as mathematics, mechanics, kinematics, etc.	To be able to understand, in standard level, equations which dominate major elements of phenomena, through basic subjects such as mathematics, mechanics, kinematics, etc.	To be able to understand, at least, equations which dominate major elements of phenomena, through basic subjects such as mathematics, mechanics, kinematics, etc.
	(3) Information engineering subjects: To acquire understanding and basic knowledge required for engineers and researchers.	With regard to classes of information engineering, to be able to adequately understand information process technology based on mathematics and mechanics.	With regard to classes of information engineering, to be able to understand information process technology based on mathematics and mechanics at the	With regard to classes of information engineering, to be able to understand information process technology based on mathematics and mechanics at the standard
	(4) The area of structural engineering: The ability to apply the technical knowledge on structural engineering to solve issue related with transportation equipment and coexistence with the environment	Being able to fully explain the validity and reliability of ways of analysis in the structural engineering area and the applicability, limits and social meaning of engineering knowledge.	Being able to explain the validity and reliability of ways of analysis in the structural engineering area and the applicability, limits and social meaning of engineering knowledge skills to the	Being able to explain the validity and reliability of ways of analysis in the structural engineering area and the applicability, limits and social meaning of engineering knowledge skills to the
	(5) The area of environmental engineering and fluid dynamics: Technical knowledge on environmental engineering and fluid dynamics relating to transportation equipment and coexistence	Being able to fully explain about validity and reliability of analysis measurements in environmental engineering and fluid dynamics and application, limits and social meaning of industrial knowledge and application of skills.	Being able to explain to the standard level about validity and reliability of analysis measurements in environmental engineering and fluid dynamics and application, limits and social meaning of industrial knowledge and application of	Being able to explain to the minimum level about validity and reliability of analysis measurements in environmental engineering and fluid dynamics and application, limits and social meaning of industrial knowledge and application of
	(6) The area of systems: Technical knowledge on systems, information and transportation systems relating to transportation equipment and coexistence with the environment	Being able to fully explain validity and reliability of analysis measurements, engineering knowledge, application of technologies, limits and social meaning in the area of systems, information, and	Being able to explain to the standard level about validity and reliability of analysis measurements, engineering knowledge, application of technologies, limits and social meaning in the area of systems.	Being able to explain to the minimum level about validity and reliability of analysis measurements, engineering knowledge, application of technologies, limits and social meaning in the area of systems.
Abilities and Skills	(1) Cultural subjects: The ability of multilaterally thinking of matters from viewpoints of Nature, Human and Society Science.	To be able to examine sufficiently counterarguments from the viewpoints of physical science, the humanities, and sociology.	To be able to examine normally counterarguments from the viewpoints of physical science, the humanities, and sociology.	At the least, to be able to examine counterarguments from the viewpoints of physical science, the humanities, and sociology.
	(2) Mathematical and mechanical subjects: Ability to create questions and analyze by utilizing basic knowledge of mathematical dynamical systems.	Concerning basic subjects such as mathematics, mechanics, kinematics, etc, to be able to sufficiently select equations which dominate major elements of phenomena, and to be able to appropriately describe uncertainty phenomena in mathematically	Concerning basic subjects such as mathematics, mechanics, kinematics, etc, to be able to select equations which dominate major elements of phenomena, and to be able to describe uncertainty phenomena in mathematically and reach the solution, in	Concerning basic subjects such as mathematics, mechanics, kinematics, etc, to be able to select equations which dominate major elements of phenomena, and to be able to describe uncertainty phenomena in mathematically and reach the solution, in
	(3) Information engineering subjects: Information processing ability based on mathematics and mechanics.	With regard to classes of information engineering, to be able to sufficiently logically think, calculate, analyze, and visualize.	With regard to classes of information engineering, to be able to logically think, calculate, analyze, and visualize in the standard level.	With regard to classes of information engineering, at least, to be able to logically think, calculate, analyze, and visualize.
	(4) The area of structural engineering: The ability to apply the technical knowledge on structural engineering to solve issue related with transportation equipment and coexistence with the environment	Being able to fully apply the ways of analysis of structural engineering areas to problem solving.	Being able to apply the ways of analysis of structural engineering areas to problem solving to the standard level.	Being able to apply the ways of analysis of structural engineering areas to problem solving to the minimum level.
	(5) The area of environmental engineering and fluid mechanics: The ability to use technical knowledge on environmental engineering and fluid dynamics to solve issues relating to transportation equipment and coexistence with the environment	Being able to fully apply the analysis measurements in environmental engineering and fluid dynamics to solve issues.	Being able to apply the analysis measurements in environmental engineering and fluid dynamics to solve issues to the standard level.	Being able to apply the analysis measurements in environmental engineering and fluid dynamics to solve issues to the minimum level.
	(6) The area of systems: The ability to apply technical knowledge of systems, information and transportation systems to solve issues relating to the areas of transportation equipment and coexistence with the environment	Being able to fully apply analysis measurements in the area of systems, information, and transportation systems to solve issues.	Being able to apply analysis measurements in the area of systems, information, and transportation systems to solve issues in the standard level.	Being able to apply analysis measurements in the area of systems, information, and transportation systems to solve issues in the minimum level.
Overall Abilities	(1) Ability of design and action: Ability of constructing designs and getting projects done in related to transportation equipment and coexistence with the environment.	Being able to take initiative and act sufficiently in comprehensive efforts for technical problems related to transportation equipment and coexistence with the environment fields. Concretely, being able to find problems, search solution scientifically and rationally, cultivate ability of project execution and design creation that solve problems logically, harmonically and ethically, learn continuously.	At the standard level, being able to take initiative and act in comprehensive efforts for technical problems related to transportation equipment and coexistence with the environment fields. Concretely, being able to find problems, search solution scientifically and rationally, cultivate ability of project execution and design creation that solve problems logically, harmonically and ethically, learn continuously.	At the minimum level, being able to take initiative and act in comprehensive efforts for technical problems related to transportation equipment and coexistence with the environment fields. Concretely, being able to find problems, search solution scientifically and rationally, cultivate ability of project execution and design creation that solve problems logically, harmonically and ethically, learn continuously.
	(2) Ability of communication transmission: Communication and information transmission ability necessary for an engineer and researcher.	Being able to take act sufficiently to collect information comprehensively for engineering problems related to transportation equipment and coexistence with the environment fields. Being able to show sufficiently a writing ability based on logical thought, visual technical abilities, debate and expression abilities and a group skill. In addition, by foreign language subject based on English, being able to cultivate reading, writing and conversation abilities, tell sufficiently an idea in foreign language as an engineer and researcher.	At the standard level, being able to take act to collect information comprehensively for engineering problems related to transportation equipment and coexistence with the environment fields. Being able to show sufficiently a writing ability based on logical thought, visual technical abilities, debate and expression abilities and a group skill. In addition, by foreign language subject based on English, being able to cultivate reading, writing and conversation abilities, tell sufficiently an idea in foreign language as an engineer and researcher.	At the minimum level, being able to take act to collect information comprehensively for engineering problems related to transportation equipment and coexistence with the environment fields. Being able to show sufficiently a writing ability based on logical thought, visual technical abilities, debate and expression abilities and a group skill. In addition, by foreign language subject based on English, being able to cultivate reading, writing and conversation abilities, tell sufficiently an idea in foreign language as an engineer and researcher.

Placement of the Liberal Arts Education in the Major Program

The Liberal Arts Education in this Program cultivates the ability to acquire comprehensive knowledge of the three fields of natural science, humanities, and society, and the ability to look at things from various perspectives and to develop an appreciation of ethics. It also offers the opportunity to gain mastery of languages, information subjects, mathematics, and science subjects, and the introductory subjects of this program.



Academic Achievement Evaluation Items		1st grade		2nd grade		3rd grade		4th grade		
		Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	
Knowledge and Understanding	(1) Liberal Arts Education	Introduction to University Education(◎)						Graduation Thesis(◎)	Graduation Thesis(◎)	
		Introductory Seminar for First-Year Students(◎)								
		Peace Science Courses(O)								
		Area Courses (O)	Area Courses (O)							
	(2) Mathematics and Dynamics Fields	Health and Sports Courses(O)	Health and Sports Courses(O)							
		Calculus(◎)	CalculusII(◎)	Applied Mathematics II(◎)	Summary of Applied Analysis(◎)				Graduation Thesis(◎)	Graduation Thesis(◎)
		Linear Algebra(◎)	Linear AlgebraII(◎)	Applied Mathematics III(◎)	Fundamentals in Dynamics (◎)					
		Seminar in Basic Mathematics II(◎)	Seminar in Basic Mathematics III(◎)	Probability and Statistics(◎)						
		General Mechanics I(◎)	General Mechanics III(◎)	Probability and Statistics(◎)						
			Basic Electromagnetism(◎)							
			Experimental Methods and Laboratory Work in Physics I- II(◎)							
			Experimental Methods and Laboratory Work in Chemistry I- II(◎)							
	(3) Information Engineering Fields	Introduction to Information and Data Science(◎)		Basic Engineering Computer Programming(◎)			Engineering Computer Programming(◎)		Graduation Thesis(◎)	Graduation Thesis(◎)
	(4) Structural Engineering Fields			Mechanics of Material I(◎)	Structural Mechanics(◎)	Theory of Elasticity(O)	Structural Analysis and Design(O)	Graduation Thesis(◎)	Graduation Thesis(◎)	
				An Introduction to Engineering Materials(◎)		Theory of Vibration(O)				
	(5) Environmental and Fluid Engineering Fields			Thermodynamics I(◎)	Fluid Dynamics for Vehicle and Environmental Systems(◎)	Remote sensing(O)	Natural-Energy Utilization Engineering(O)	Graduation Thesis(◎)	Graduation Thesis(◎)	
				Fluid Dynamics I(◎)		Viscous fluid and Turbulence(O)	Ocean-Atmosphere Systems(O)			
(6) System Fields			Control Engineering II(◎)	Instrumentation Engineering(O)	Transportation Vessels and Vehicles II(O)	Design of Large Scale Systems(O)	Graduation Thesis(◎)	Graduation Thesis(◎)		
				Mathematical Optimization(O)	Transportation Vessels and Vehicles III(O)	Logistics Planning and Design(O)				
Abilities and Skills	(1) Liberal Arts Education	Introduction to University Education(◎)						Graduation Thesis(◎)	Graduation Thesis(◎)	
		Introductory Seminar for First-Year Students(◎)								
		Peace Science Courses(O)								
		Area Courses (O)	Area Courses (O)							
	(2) Mathematics and Dynamics Fields	Health and Sports Courses(O)	Health and Sports Courses(O)							
		Calculus(◎)	CalculusII(◎)	Applied Mathematics II(◎)	Summary of Applied Analysis(◎)				Graduation Thesis(◎)	Graduation Thesis(◎)
		Linear Algebra(◎)	Linear AlgebraII(◎)	Applied Mathematics III(◎)	Fundamentals in Dynamics (◎)					
		Seminar in Basic Mathematics II(◎)	Seminar in Basic Mathematics III(◎)	Probability and Statistics(◎)						
		General Mechanics I(◎)	General Mechanics III(◎)	Probability and Statistics(◎)						
			Basic Electromagnetism(◎)							
			Experimental Methods and Laboratory Work in Physics I- II(◎)							
			Experimental Methods and Laboratory Work in Chemistry I- II(◎)							
	(3) Information Engineering Fields	Introduction to Information and Data Science(◎)		Basic Engineering Computer Programming(◎)			Engineering Computer Programming(◎)		Graduation Thesis(◎)	Graduation Thesis(◎)
	(4) Structural Engineering Fields			Mechanics of Material I(◎)	Structural Mechanics(◎)	Theory of Elasticity(O)	Structural Analysis and Design(O)	Graduation Thesis(◎)	Graduation Thesis(◎)	
				An Introduction to Engineering Materials(◎)		Theory of Vibration(O)				
	(5) Environmental and Fluid Engineering Fields			Thermodynamics I(◎)	Fluid Dynamics for Vehicle and Environmental Systems(◎)	Remote sensing(O)	Natural-Energy Utilization Engineering(O)	Graduation Thesis(◎)	Graduation Thesis(◎)	
				Fluid Dynamics I(◎)		Viscous fluid and Turbulence(O)	Ocean-Atmosphere Systems(O)			
(6) System Fields			Control Engineering II(◎)	Instrumentation Engineering(O)	Transportation Vessels and Vehicles II(O)	Design of Large Scale Systems(O)	Graduation Thesis(◎)	Graduation Thesis(◎)		
				Mathematical Optimization(O)	Transportation Vessels and Vehicles III(O)	Logistics Planning and Design(O)				
(1) Ability of design and action		Introduction of Mechanical and Transportation Engineering(◎)	Computer Aided Design(◎)	Project Management(◎)	Experiments and Analytical Procedures in Transportation Systems(◎)	Transportation Systems Project(◎)	Graduation Thesis(◎)	Graduation Thesis(◎)		
		Machine Design and Drawing(◎)	Machine Shop Training (b)(◎)	Ship Design and Practice(◎)	Aircraft Design and Practice(O)	Internship(Δ)				
		Machine Shop Training (a)(◎)								
(2) Ability of communication transmission	Communication I(◎)	Communication II(◎)		Ship Design and Practice(◎)	Aircraft Design and Practice(◎)	Transportation Systems Project(◎)	Graduation Thesis(◎)	Graduation Thesis(◎)		
	Basic language I(O)		Technical English(◎)							
	Basic language II(O)									

(Ex) Liberal Arts Education Basic Specialized Subjects Specialized Subjects Graduation Thesis (◎)Required subject (○)Compulsory elective subject (Δ)Free elective subject