Appended Form 1

Specifications for Major Program

Name of School (Program) [School of Education, Cluster 1 (School Education System)

Elementary School Teacher Education Course]

Program name (Japanese)	初等教育教員養成プログラム
(English)	Program in Elementary School Teacher Education

1. Degree

   This program shall confer a bachelor's degree in pedagogy. The degree can be obtained by gaining 128 credits in the selective class subjects offered by this program. The breakdown of required credits is 31 credits from Liberal Arts Education, 64 credits from Basic Specialized Subjects (8 credits from teaching practice), 27 credits from Specialized Subjects, and 6 credits from Graduation Research (thesis).

2. Outline

   In the Program in Elementary School Teacher Education, students are trained to become elementary School Teachers.

   This program aims to develop elementary School Teachers who can explore the objectives, content, methods, evaluation, and other matters related to education through curricula in addition to developing the quality and abilities required equally for elementary School Teachers, and who develop specialisms in educational guidance that will equip them to play a leading role in special activities, classroom instruction, and student guidance.

3. Diploma policies (degree conferment policy & program attainment goals)

   In the Program in Elementary School Teacher Education, students are expected to develop abilities that are required as the elementary school teachers. Therefore, this program awards a bachelor's degree in educational science to the students who have gained the required number of credits to meet the standards of the educational course, and have met the requirements for taking the Class 1 License for Elementary School Teachers as follows:

   (1) To have acquired basic knowledge of humanities, social sciences, and natural sciences as well as pedagogy and psychology, to have improved foreign language skills, and to have obtained general abilities to meet the demands of modern society and education.

   (2) To have acquired specialized knowledge and skills related to primary education subjects and teaching positions.

   (3) To be able to practice comprehensively with the attitude and the ability to think, judge and express oneself as an elementary school teacher.

   (4) To be able to form awareness on issues related to elementary education, and to conduct educational research in a proactive and collaborative manner in order to overcome those issues from a variety of perspectives.

4. Curriculum policies (policies for organizing & providing curricula)

On the Elementary School Teacher Education Course, curricula shall be organized and provided under the policies listed below to enable students to attain the goals of this program.

In the first year, the students are to take the subjects of liberal arts and foreign languages and peace to establish the foundation for specialized education, to expand a broad perspective and to develop abilities to contribute to the education field for fostering a person who seek peace. Students will also take basic subjects such as "Math", "Introduction to Teaching Profession", and "Introduction to Elementary School Teaching Practice," to acquire basic knowledge and skills on elementary education teachers.

In the second year, the students are to continue to take liberal arts education subjects to establish the foundation for specialized education, and to take "Primary Japanese Language", "Teaching Methods for Primary Science ", "Ideas and Principles of Education", " Education and Society & Systems". By taking these courses, students are expected to acquire the basic knowledge on elementary education teachers and to deepen their understanding of the fields.

In the third year, students are mainly to take specialized subjects such as "Educational Methods/ Teaching Skills and Information Literacy Education" and the teaching methods of each subject to acquire specialized and practical knowledge and skills. In addition, in "Teaching Practice Instruction A" and "Teaching Practice at Primary School I", practical training is conducted at an elementary school. The students are expected to gain practical knowledge, to improve their attitude, skills, and abilities to think, judge and express by themselves concerning teaching profession in general.

In the fourth year, the students are to become assure of the qualifications and issues as a teacher by conducting "Practical Seminar for the Teaching Profession" based on the classes in the first three years and to deepen them as necessary. In addition, the students are expected to utilize the specialized knowledge, skills acquired through the program and to improve their abilities of finding and solving the relevant issues by working on an individual theme independently and collaboratively in "Graduation Research" .

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

In addition to strict grading using the standards clearly outlined in the syllabus, learning outcomes are evaluated based on the degree to which the goals set by this program are achieved.

5. Start of the program / Admission conditions

This program shall start (be selected) from the first year.

6. Qualification(s)

Students will be able to obtain a Type-1 Elementary School Teaching License when they graduate. They can also obtain a Type-1 Junior High School Teaching License (for each curriculum), Type-1 Kindergarten Teaching License, and qualify as a School Teacher Librarian by taking other programs in the School of Education. Depending on their efforts, students may be able to obtain a Type-1 High School Teaching License (for each curriculum).

7. Class subjects and class content

* See the Table of Registration Standards on Attached Sheet 1 for your class subjects.

* See the syllabus announced in each fiscal year for the class content.

8. Academic achievements

(1) Mechanism for checking attainment level (mechanism for checking the attainment level in subject groups, GPA (Grade Point Average) and comprehensive examinations at the end of the academic year, etc.)

   ○ Individual grades

      1) Grades for each class subject shall be awarded as "Excellent," "Superior," "Good," "Fair," or "Fail."

      2) Grades for class subjects shall be totaled to calculate the GPA using the prescribed calculation method.

3) Basic grade level for each student must be confirmed by calculating the GPA for each academic year.

4) Each student's achievement standard shall be indicated after determining the attainment level for each evaluation item in each academic year. For large classes, however, there may be cases where the attainment level for each evaluation item will not be checked.

○ Grade evaluation

1) Where a student has not obtained the required number of credits in the prescribed class subjects at the end of the first semester of the third year, the student will not be allowed to attend teaching practice at elementary schools in the second semester of the third year (September to the first half of October).

2) Students who are not entitled to attend teaching practice at elementary schools will be able to attend the following year, as long as they obtain the required number of credits in the prescribed class subjects.

3) In the fourth year, each student's overall grade evaluation for this program will be presented based on the grade for their Graduation Research in addition to their grades so far, the number of credits required for graduation, and the attainment level for each evaluation item.

(2) The meaning of grades (how far you have moved towards the attainment goal, etc.)

At the end of each semester, evaluation criteria will be shown with a clear indication of attainment standards according to the evaluation items for academic achievements.

Students' academic achievements from admission to the current semester will be indicated as one of three levels: "Excellent," "Very Good," and "Good," based on evaluation criteria calculated by adding the weighted values to numerically converted evaluations 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 points - 89 points)	3
B (Good: 70 points - 79 points)	2
C (Fair: 60 points - 69 points)	1

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

* 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.
* See the Educational & Learning Methods of the Program on Attached Sheet 6.

(3) Learning support system

○ Support by teachers

1) Tutor System: Students shall receive guidance from their tutors for the year from the first year to the second year.

2) Graduation Research: Students will receive guidance from their academic advisors for Graduation Research (scheduled) from the third year to the fourth year.

3) Faculty Council on Programs: This Council is mainly comprised of teachers for the Learning Development Course and the Elementary Curriculum Development Course, and creates a Learning Support System for students.

4) Course Support Office: The Learning Development Course and the Elementary Curriculum Development Course shall be responsible for educational support in this program. (Contact persons are administrative assistants for the Learning Development Course (Classroom 723, 7F of Building C, of the School of Education) and administrative assistants for the Elementary Curriculum Development Course (Classroom 210, 2F of Building L, at the School of Education).)

9. Graduation thesis (graduation research) (placement and   method & time of assignment)

Guidance for Graduation Research will be provided by around the end of the first semester in the second year. By the end of the second semester in the second year, students shall select their academic advisors for Graduation Research (classification according to seminars), decide which Department they want to belong to, either the Department of Elementary Curriculum or the Department of Learning Development Practice, and select one of the Graduation Research themes provided by course from other Department in Cluster 1 , Clusters 2-5.

In the first and second semesters of the third year, students who decide to join the Department of Elementary Curriculum must take "Elementary Curriculum Research Method I" & "Elementary Curriculum Research Method II" and students who join the Department of Learning Development Practice must take "Learning Development Research Method I" & "Learning Development Research Method II," which are seminars counting toward Graduation Research, and receive guidance from their academic advisors for Graduation Research. Based on their advice, students will work seriously on their Graduation Research in the fourth year.

10. Responsibility system

(1) PDCA responsibility system (persons in charge of "Plan," "Do," "Check," and "Act")

This program is mainly implemented by staff members of the Elementary School Teacher Education Course, School of Education. The head of the program (chief of the Elementary School Teacher Education Course) is responsible for its implementation. The Faculty Council for this Program shall plan, implement, review the evaluation of and carry out any required measures for this Program. Sub-Committees in charge from the School of Education shall review the evaluation of this Program from outside the Program, assess the attainment level of this Program, and make recommendations.

(2) Program assessment

○ Criteria for program assessment

The educational and social effects of this program will be assessed. For the educational effect, the Program's effect on students' learning will be judged. For the social effect, social availability as a result of studying on the Program will be judged.

○ Implementing the assessment

The achievements of this program itself will be assessed based on these criteria in principle in the fourth year after admission to this university. The educational effect (primary effect) shall be assessed based on the attainment rate (meeting the graduation requirements and eligibility for a Type-1 Elementary School Teaching License) of students who have studied on this program, and a comprehensive assessment by the teacher group who implemented this Program. Whether the achievement level of this Program is at least 75% will be examined by checking whether each student reaches the attainment standards of the Program and the attainment rate for all students. This will be based on a comprehensive assessment by teachers in addition to the percentage of students obtaining the required number of credits,

The social effect (secondary effect) shall be assessed as the percentage of students on the Program who hope to find employment, as well as the percentage of students who are employed as teaching professionals after graduation. The achievement rate of this Program shall be assessed by checking every few years when and how long after graduation students who studied on this Program were employed as regular teachers.

○ Feedback for students

The Committee in Charge of Programs will use the assessment results of this Program to review the effects of student guidance in each subject, and will review and make improvements to the content of the Program, using the review results to improve the operation and implementation of the Program for lower-year students.

Table of Registration Standards for Liberal Arts Subjects

Cluster 1: Program in Elementary Schoolteacher Education

Type	Subject type			Required Credits	Class subjects, etc.	Credits	Type of course registration	1st year 1	2	2nd year 3	4	3rd year 5	6	4th year 7	8
Liberal Arts Subjects	Common Subjects	Peace Science Courses		2		2	Elective / required	○							
		Introduction to University Education		2	Introduction to University Education	2	Required	○							
		Introductory Seminar for First-Year Students		2	Introductory Seminar for First-Year Students	2	Required	○							
		Advanced Seminar		0		1									
		Area Courses	Courses in Arts and Humanities/Social Sciences	6	Japanese Constitution	2	Required	○	○						
					（Note4）	1or2	Elective/required	○	○	○	○				
			Courses in Natural Sciences	4	（Note4）	1or2	Elective/required	○	○	○	○				
		Foreign Languages	English (Note2) Basic English Usage	0	Basic English Usage I	1									
					Basic English Usage II	1									
			Communication I (Note3)		Communication I A	1	Elective/ required	○							
					Communication I B	1		○							
			Communication II (Note3)	4	Communication II A	1			○						
					Communication II B	1			○						
					At least 2 subjects from the four subjects above										
			Non-English Foreign Languages (Note5)	4	Foreign Languages: Basic Studies I (Note5)	1	Elective / required	○							
					Foreign Languages: Basic Studies II (Note5)	1		○							
					Foreign Languages: Basic Studies III	1			○						
					Foreign Languages: Basic Studies IV	1			○						
		Information and Data Science Courses		4	Introduction to Information and Data Sciences	2	Required	○							
					(Note6)	2	Elective / Required	○	○						
		Health and Sports Courses		3	Health and Sports Sciences	2	Required	○	○						
					Practicum in Sports	1	Required	○	○						
		Social Cooperation Courses		0		1or2									
	Foundation Courses			0		1～3									
	Free elective subjects			0		1～3									
	Total			31											

Note 1: ○ indicates the standard semester for registering. Students can take the same subject in the following semester if they fail to obtain the credits. The timetable may be changed. Please check the timetable for Liberal Arts issued every year.

Note 2: Credits obtained by taking "Online English Seminar I / II / III" by-self-initiated learning can be included in the English credits required for graduation. A credit recognition system for foreign language proficiency tests and language training is also provided. Please refer to the sections on English and Liberal Arts Education in the Student Handbook and the "Handling of Credit Recognition for Foreign Language Proficiency Tests, etc."

Note 3 Communication I A and Communication I B are specified to register in the 1st semester, while Communication II A and Communication II B are in the 2nd semester.

Extra credits obtained by taking English-conducted classes in Area Courses and Social Cooperation Courses can be calculated on the column of "English".

Note 4

The subjects in the Area Courses are recommended to select from the fields other than his or her own major field as much as possible.

Credits obtained by taking Advanced English for Communication or Non-English Foreign Languages: Intensive Studies or Overseas Language Seminar can be included in the Area Courses (Courses in Arts and Humanities/Social Sciences) credits required for graduation.

More than 4 credits obtained by taking "Information and Data Science Courses" can be included in the Area Courses (Courses in Natural Sciences) credits required for graduation.

Note 5 One must be selected from the following languages: German, French, Spanish, Russian, Chinese, South Korean and Arabic.

Note 6 Select from "Computer Programming", "Intelligence and Computer", "Fundamental Data Science", "Ground zero programming" or "Data science for education".

Attached Table 2 (related to paragraph 3, Article 7)

Registration standards for Schools

Cluster 1 (School Education System)
○ **Elementary School Teacher Education Course (Program in Elementary School Teacher Education)**

Subject type, etc.				No. of credits required for graduation	
Peace Science Courses				2	
Liberal Arts Education	Basic Courses in University Education	Introduction to University Education		2	31
		Introductory Seminar for First-Year Students		2	
		Advanced Seminar		0	
	Common Subjects	Area Courses	Courses in Arts and Humanities/Social Sciences	6	
			Courses in Natural Sciences	4	
		Foreign Languages	English	4	
			English Foreign Languages	4	
		Information and Data Science Courses		4	
		Health and Sports Courses		3	
		Social Cooperation Courses		0	
	Foundation Courses			0	
Specialized Education	Basic Specialized Subject	Subjects for Teaching Profession		52	97
		Specialized Subjects for Teacher Training Curriculum		12	
	Specialized Subject	Subjects for Teaching Profession or Teacher Training Curriculum		27	
	Graduation Research			6	
Total				128	

Registration standards for Specialized Education Subjects

Elementary School Teacher Education Course （Program in Elementary School Teacher Education）

Class Subject		No. of credits required for graduation		School(s)
Specialized Subjects for Teaching Profession	Introduction to Career in Teaching	2	52	Elementary School Teacher Education Course
	Principles and Thoughts of Education	2		
	General Curriculum Theory	2		
	Education and Society and Systems	2		
	Methodology on Special Activities	2		
	Educational Methods/ Teaching Skills and Information Literacy Education	2		
	Methodology on Moral Education	2		
	Psychology of Childhood and Adolescence	2		
	Psychology of Education and Vocational Guidance	2		
	Educational Counseling	2		
	Methodology on Period for Integrated Studies	1		
	Special Needs Education	1		
	Teaching Method of Japanese Language for the Elementary School	2		
	Teaching Method of Social Studies for the Elementary School	2		
	Teaching Method of Arithmetic for the Elementary School	2		
	Teaching Method of Science for the Elementary School	2		
	Teaching Method of Living Environment Studies for the Elementary School	2		
	Teaching Method of Music for the Elementary School	2		
	Teaching Method of Art and Handicraft for the Elementary School	2		
	Teaching Method of Physical Education for the Elementary School	2		
	Teaching Method of Home Economics Education for the Elementary School	2		
	Teaching Method of English for the Elementary School	2		
	Practical Study at the Elementary School	8		
	Practical Seminar for the Teaching Profession	2		
Specialized Subjects for Teacher Training Curriculum	National Language in Elementary School	2		12	Elementary School Teacher Education Course
	Mathematics for the Elementary School	2		
	Social Science for the Elementary School	2	4	
	Elementary School Science	2		
	Living Environment Studies	2		
	Home Economics for the Elementary School	2		
	Music for the Elementary School	2	4	
	Arts and Crafts	2		
	Physical Education for Elementary School	2		
	English for the Elementary School	2		
Subjects for Teaching Profession or Teacher Training Curriculum	Introduction to Care Practice	1	27	Elementary School Teacher Education Course
	Effective Subject	26		From Clusters 1 through 5 and in Special Subjects * Except the subjects in specific programs
Graduation Research		6		Elementary School Teacher Education Course, etc.

<Matters to note when taking subjects>

1. With regard to "Elementary Social Studies," "Elementary Science," "Living," "Elementary Home Economics," "Elementary Music," "Arts and Crafts," "Elementary Physical Education" and "Elementary Foreign Languages," in the "Specialized Subjects for Teacher Training Curriculum" column, students must obtain 4 credits from 2 subjects among "Elementary Social Studies," "Elementary Science," "Living," and "Elementary Home Economics," and 4 credits from 2 subjects among "Elementary Music," "Arts and Crafts," "Elementary Physical Education," and "Elementary Foreign Languages." Credits which are obtained beyond the prescribed number of credits can be included in the credits for "Elective Subjects" in the "Specialized Subjects for Teaching Profession or for Teacher Training Curriculum" column.

2. Subjects for 26credits from the "Elective Subjects" in the "Subjects for Teaching Profession or for Teacher Training Curriculum" column can be selected from "subjects of Curriculum and Instructional Methods of Curriculum", "subjects of Basic Understanding of Education", "subjects of Morality, Instructional Methods of Period for Integrated Study, Student Counseling and Educational Counseling", "subjects of Educational Practice", "original subjects by the university" offered from Clusters 1 through 5 and in Special Subjects. Credits of "Introduction to Learning Science I", "Introduction to Learning Science II", "Curriculum and Teaching" and "Curriculum and Research" can also be included in the number of credits stated above.

3. To take the Practical Seminar for the Teaching Profession (for infants and elementary school students) (8th semester), students must have obtained credits from Elementary School Teaching Practice I before the end of the 7th semester, in principle. If a student fails to obtain credits for the Teaching Practice before the semester of the Practical Seminar for the Teaching Profession, he/she will be allowed to take the Practical Seminar under the condition that he/she is expected to obtain credits for the Teaching Practice in that semester.

4. With regard to "Graduation Research," students who major in the Department of Elementary Curriculum must obtain 2 credits of "Elementary Curriculum Research Method I & II" and 4 credits of "Graduation Thesis," and students who major in the Department of Learning Development Practice must obtain 2 credits of "Learning Development Research Method I & II" and 4 credits of "GraduationThesis."
Six credits for "Graduation Research" can be substituted with the six or eight credits obtained from "Graduation Research" offered in another Department within the same Cluster or from another course from Clusters 2 through 5. In that case, however, students must take these subjects following the designation by the Department or the course.

Cluster 1 Elementary School Teacher Education Course (Program in Elementary School Teacher Education)
Specialized Subjects for Teaching Profession

Type	Class Subject	No. of credits required for graduation	Semester in which the subject is taken								Remarks
			1	2	3	4	5	6	7	8	
Pedagogy and psychology	Introduction to Career in Teaching	②		○							
	Principles and Thoughts of Education	②			○						
	General Curriculum Theory	②				○					
	Education and Society and Systems	②				○					
	Methodology on Special Activities	②			○						
	Educational Methods/ Teaching Skills and Information Literacy Education	②					○				
	Methodology on Moral Education	②					○				
	Psychology of Childhood and Adolescence	②			○						
	Psychology of Education and Vocational Guidance	②					○				
	Educational Counseling	②					○				
	Methodology on Period for Integrated Studies	①						○			
	Special Needs Education	①						○			
Educational method of Teacher Training Curriculum	Teaching Method of Japanese Language for the Elementary School	②⑥				○					
	Teaching Method of Social Studies for the Elementary School	②					○				
	Teaching Method of Arithmetic for the Elementary School	②					○				
	Teaching Method of Science for the Elementary School	②				○					
	Teaching Method of Living Environment Studies for the Elementary School	②				○					
	Teaching Method of Music for the Elementary School	②					○				
	Teaching Method of Art and Handicraft for the Elementary School	②					○				
	Teaching Method of Physical Education for the Elementary School	②					○				
	Teaching Method of Home Economics Education for the Elementary School	②					○				
	Teaching Method of English for the Elementary School	②				○					
Teaching practice	Introduction to Primary School Teaching Practice	②	○								

Type	Class Subject	No. of credits	1	2	3	4	5	6	7	8	Remarks
	Observation of Teaching Practice in Elementary School	1				○					
	Prior Teaching for the Practical Study at the Elementary School A	①					○				
	Practical Study at the Elementary School I	⑤						○			
Practical Seminar for Teaching Profession	Practical Seminar for the Teaching Profession	②							○		

Specialized Subjects for Teacher Training Curriculum

Type	Class Subject	No. of credits required for graduation	1	2	3	4	5	6	7	8	Remarks
Specialized Subjects for Teacher Training Curriculum	National Language in Elementary School	②			○						
	Mathematics for the Elementary School	②		○							
	Social Science for the Elementary School	2	○								
	Elementary School Science	2		○							
	Living Environment Studies	2	④		○						
	Home Economics for the Elementary School	2		○							
	Music for the Elementary School	2				○					
	Arts and Crafts	2				○					
	Physical Education for Elementary School	2	④		○						
	English for the Elementary School	2				○					

Subjects for Teaching Profession or Teacher Training Curriculum

Type	Class Subject	No. of credits required for graduation	1	2	3	4	5	6	7	8	Remarks
	Introduction to Care Practice	①			○						
	Introduction of Education for Children with Speech and	2					○				
	Introduction of Education for Children with Learning	2			○						
	Introduction of Education for Children with Multiple	2					○				
Elective Subjects for Teaching Profession	Education for Culturally and Linguistically Diverse Students	2	○								
	Theory for Learning Instruction and Educational Evaluation	2						○			
	Overview of School Education	2							○		
	Field Studies on Outdoor Activities	2	○								
	Field Studies on Outdoor Education	2		○							
	Field Studies on Community Education I	4	○	○							
	Field Studies on Community Education II	4			○	○					

Type	Class Subject	No. of credits required for graduation	1	2	3	4	5	6	7	8	Remarks
	Mentoring for Field Studies on Community Education I	4					○	○			
	Mentoring for Field Studies on Community Education II	4							○	○	
	The practice of learning support to the child I	4	○	○							
	The practice of learning support to the child II	4			○	○					
	The practice of learning support to the child III	4					○	○			
	The practice of learning support to the child IV	4							○	○	
	The practice of psychological support to the child I	4			○	○					
	The practice of psychological support to the child II	4					○	○			
	The practice of psychological support to the child III	4							○	○	
	Curriculum Theory in Early Childhood Education	2				○					
	Teaching Methodology for Early Childhood Education	2			○						
	Method of Understanding Infant and Educational Counseling	2				○					
	Curriculum and Instruction of Transition from Early Childhood Education and Care to Elementary School Education	2		○							
	Introduction to Learning Science I	2			○						
	Introduction to Learning Science II	2				○					
	Curriculum Development for the Elementary School	2			○						
	Introduction to Theories of Japanese Language for the Elementary School	2						○			
	Introduction to Theories of Social Studies for the Elementary School	2						○			
	Introduction to Theories of Arithmetic for the Elementary School	2							○		
	Introduction to Theories of Science for the Elementary School	2					○				

Type	Class Subject	No. of credits required for graduation	Semester in which the subject is taken								Remarks
			1	2	3	4	5	6	7	8	
Elective Subjects for Teaching Profession	Introduction to Theories of Living Environment Studies for the Elementary School	2					○				
	Introduction to Theories of Music for the Elementary School	2		○							
	Introduction to Theories of Art and Handicraft for the Elementary School	2				○		○			
	Introduction to Theories of Physical Education for the Elementary School	2				○					
	Introduction to Theories of Home Economics Education for the Elementary School	2				○					
	Introduction to Theories of English Language Education for the Elementary School	2							○		
	Studies in Teaching of English for the Elementary School	2					○				
Elective Subjects for Teacher Training Curriculum	Curriculum and Teaching	2							○		
	Curriculum and Research	2							○	○	

Graduation Research

Type	Class Subject	No. of credits required for graduation	Semester in which the subject is taken								Remarks
			1	2	3	4	5	6	7	8	
Graduation Research	Methodology of Learning Science Study I	①					○				Department of Learning Development Practice
	Methodology of Learning Science Study II	①						○			
	Research methods in Elementary School Curriculum I	①					○				Department of Elementary Curriculum
	Research Methods in Elementary School Curriculum II	①						○			
	Graduation Thesis	④									Common for both Departments