

<Curriculum Formulation and Implementation Policy (Curriculum Policy)> [Assigned to: Academic Affairs Office]

(1) Bachelor's Program Curriculum Formulation and Implementation Policy

Ochanomizu University's mission is to be "a place where all women who are motivated to learn can realize their earnest dreams." On that foundation, we formulate and implement curriculum under the following policies in order to establish the concept of "maintaining a rich and varied educational culture that values each person, and emphasizing basic research that will pioneer the future" as our educational building block and achieve our educational goal of "developing female leaders who have a broad range of learning and a high level of expertise."

1. We will conduct liberal arts education to foster communication and negotiation skills, a cross-disciplinary viewpoint, and the ability to make judgments in response to change, build high-level specialized education that is both creative and practical on that foundation, and develop human resources that are able to fulfill leadership roles in all aspects of society.
2. By implementing liberal arts education that crosses between and integrates the arts and sciences, we will promote the acquisition of a broad range of learning, as well as unceasing exploration of various perspectives, and foster the basic skills needed to take a broad awareness of the issues and consider those issues in a diverse and flexible manner.
3. We will introduce a Multiple Program Elective Course System, and implement specialized education in which learners proactively configure their own learning. Learners will select and combine courses that have been established in conformity with educational objectives. This ensures that there will be a variety of learning patterns, such as deepening specialized knowledge and acquiring a broad range of cross-disciplinary knowledge, enabling students to look ahead to their careers and gain the ability to proactively engage in self-development.
4. We will establish foreign language courses that aim to improve practical ability and interdisciplinary courses that are open to society, and foster an international perspective, the ability to understand other cultures, and the ability to communicate, in order to develop women who think from a global perspective and are able to play an active role both domestically and overseas.
5. We will provide close and detailed academic advisement to ensure proactive learning and implement rigorous grade calculation based on a GPA system, thereby improving the quality of learning.

○ Faculty of Letters and Education Curriculum Formulation and Implementation Policy

1. With interest in human culture and society at the core, we will aim to establish a solid foundation for academic research focused on learning in the humanities and social sciences, and to develop internationally viable abilities to identify and solve problems, process information, and communicate.
2. We will provide diverse specialized education programs and specialized courses related to the humanities, language and cultural studies, human and social sciences, and art and expression, and conduct lectures, exercises, practical training, and various other types of course in an aim to help students acquire the knowledge and skills needed to examine and analyze the complex phenomena of human culture and society, in accordance with the needs of the learner.
3. We will establish courses for high school, junior high school, elementary school, and kindergarten/preschool teacher certification, as well as for social researcher, curator, and social education director certification.

(1) Division of Liberal Arts and Humanities

The Division of Liberal Arts and Humanities will aim to help students acquire the comprehensive ability to build their own logical arguments, based on the acquisition of knowledge about human culture that is both broad and deep, and the discovery of their own original questions from those perspectives, then diligently gathering and organizing the required materials and data.

The policies for creating specialized education programs conducted by the Division of Liberal Arts and Humanities are as follows.

- (a) The Philosophy, Ethics, and Art History Program will strive to help students learn specialized and systematic knowledge of the phenomena related to the values of truth, goodness, and beauty that humankind has pursued. In addition, the Program will strive to foster the ability to examine and analyze humans in a deep and multifaceted manner by questioning anew those values.
- (b) The Comparative History Program will strive to help students acquire a perspective that surveys overall society through a focus on mutual comparison, association, and interaction, using the regional axis of Japan, Asia, and the West, as well as the time axis of the period from ancient to contemporary times, thereby fostering flexible thinking that will allow students to gain a comprehensive understanding of the overall picture of society.
- (c) The Environmental Geography Program will strive to help students develop a sense of geographical scale on the local, national, and global levels, in order to allow students to think about knowledge in the arts and sciences in their research from the perspective of local regions and locations, aim for a comprehensive science that connects those elements, and resolve the various practical issues through implementation of that science.

(2) Division of Languages and Culture

The Division of Languages and Culture will establish specialized education programs for Japanese language and literature, Chinese language and culture, English language and culture, and French language and culture, to enable students to learn each language and understand them in a systematic manner, as well as to learn the basic research methodology for art and literature,

thereby enabling students to conduct research on “words” and the art and literature that are born of them.

The policies for creating specialized education programs conducted by the Division of Languages and Cultures are as follows.

- (a) The purpose of the Japanese Language and Literature Program will be to help students learn basic knowledge regarding Japanese literature, from ancient to contemporary periods, literary research methods, the structure and history of the Japanese language, and Japanese language research methods.
- (b) The purpose of the Chinese Language and Culture Program will be to help students acquire solid proficiency in the Chinese language, then on that foundation learn basic knowledge and research methods related to classical and contemporary Chinese culture, and deepen their overall understanding of China.
- (c) The purpose of the English Language and Culture Program will be to help students gain basic knowledge regarding the English language and the literature and culture of the English-speaking world, learn the methodology needed to deepen that understanding, and acquire flexible proficiency in the English language, as well as to develop the ability to accurately understand and communicate deep thought in English.
- (d) The purpose of the French Language and Culture Program will be to help students acquire specialized knowledge and practical proficiency in the French language, become familiar with the linguistic culture and societal circumstances of the French-speaking world, and gain the ability to make a comparative study in relation to the cultures of other linguistic areas.

In addition to the aforementioned specialized education programs, we will establish a supplementary Japanese language education program to enable students to gain basic knowledge and practical skills related to the Japanese language education and learning of non-native speakers of Japanese, etc.

(3) Division of Human and Social Sciences

The Division of Human and Social Sciences will strive to help students acquire broad fundamental knowledge of sociology, educational science, and psychology, as well as deeply specialized and applied knowledge, giving them a thorough understanding of humans, thereby enabling them to take a global perspective and fulfill leadership roles in the expansive field of society on that foundation.

The policies for creating specialized education programs conducted by the Division of Human and Social Sciences are as follows.

- (a) The Department of Sociology will strive to help students acquire the ability to use theoretical and empirical methods to engage in multifaceted examination and analysis of the societal aspects of human awareness and behavior and the social structure and changes that serve as their infrastructure, and to gain the ability to see broadly to the core of humans and society, while adding courses in cultural anthropology, educational sociology, and other adjacent subjects to the main sociological areas such as social awareness, gender, and social policy.
- (b) The Department of Educational Sciences will strive to help students think in a rich and creative manner about the ideal nature of humans and education, through the knowledge and methods of the educational science fields, such as educational thought, education history, educational sociology, cultural anthropology, educational methods, educational development theory, and lifetime learning theory.
- (c) The Department of Psychology will strive to help students acquire a deep understanding of human phenomena, a scientific perspective, and the ability to think logically and analytically, and to gain a broad range of psychological research and implementation capabilities, through learning basic knowledge related to psychology and the techniques that are required for psychological research.

(4) Division of Performing Arts

The Division of Performing Arts will utilize lectures, exercises, practical training, and a variety of other forms of teaching to help students gain the basic ability to logically analyze music, dance, and other types of art and artistic expression, as well as the practical abilities needed to apply theoretical results to implementation and identify and resolve contemporary problems.

The policies for creating the specialized education curriculum utilized by the Division of Performing Arts are as follows.

- (a) The specialized education curriculum of the Department of Dance and Dance Education will utilize lectures, exercises, practical training, and a variety of other forms of teaching to help students gain the basic ability to logically analyze dance, sports, and other types of artistic expression, as well as the practical abilities needed to apply theoretical results to implementation and identify and resolve contemporary problems.
- (b) The specialized education curriculum of the Department of Music Expression will aim to help students “understand the world through music,” and to integrate theory and practice at a high level. In the academic aspect, the Department will aim to enable students to learn the music history and theory not only of the modern West, but of a broad range of eras and regions, and to acquire the ability to raise issues from an interdisciplinary perspective. In the aspect of practical application, the Department will strive to help students gain vocal and piano performance skills, ranging from the basics to a high level of specialization in accordance with the needs of each learner, and to acquire the ability to apply the things learned in academic work to musical performance.

(5) Division of Global Studies for Intercultural Cooperation

The policies for creating the Global Studies Program, a specialized education program established by the Division of Global

Studies for Intercultural Cooperation, are as follows.

- (a) The Program will implement specialized education to achieve multicultural cooperation in our increasingly globalized contemporary world.
- (b) The Program will utilize participation and implementation to foster specialized knowledge, skills, and ethics in relation to the three areas of regional research/culture, multicultural interaction/coexistence, and international relations/cooperation, as well as the issues that cross these areas.

○ Faculty of Science Curriculum Formulation and Implementation Policy

Science is a field of learning in which people research the laws and principles of nature. The Faculty of Science strives to help students gain a deep knowledge of the theories and knowledge that have been accumulated by the intelligence of humankind, and acquire the flexible thinking and superior problem-solving skills needed to take on the challenge of new mysteries. The Faculty conducts education to develop the next generation of leaders and core human resources who are able to make significant contributions to nature and in the various contexts of handling the human activities that play out in nature.

The Faculty will establish courses for high school and junior high school teacher certification, as well as for curator certification.

(1) Department of Mathematics

In addition to a curriculum that enables students to gain the ability to engage in abstraction, generalization, rigor, and other aspects of mathematical logical thought by learning analysis, geometry, and algebra in a balanced manner as their basic education in mathematics and by gaining practical learning of the knowledge received in lectures through exercises, mutual presentation of findings, and the study of mathematics (seminars), the Department will provide courses in various mathematical topics designed to help students gain an applied education. The Faculty conducts education to develop human resources who have mathematical education in the fundamentals and application, and who have the ability to approach and solve problems in a logical manner.

(2) Department of Physics

The Department of Physics will strive to foster the ability to engage in intuitive and logical study of physical phenomena from both theoretical and experimental standpoints, by maintaining consistency in education and research in a wide range of fields, from the fundamentals of physics to application. Through the study of physics, the Department will provide education to help students learn to take a theoretically reductionistic and pluralistic approach to the issues they face in a variety of contexts and improve their problem-solving skills, and to develop human resources who will usher in a new era in each area of society.

(3) Department of Chemistry

Chemistry develops in close cooperation with all fields of the natural sciences, with atoms and molecules as the intermediaries. The field stretches from areas in which an understanding of physics and mathematics is crucial, to areas in which a knowledge of biology and other areas of the natural sciences, as well as engineering, medical science, pharmacology, and other applied fields, is required. The Department of Chemistry will provide education to develop human resources who are able to solve the various problems not only in the natural sciences, but also in the applied science area, as well as the social issues faced by humankind, by helping students learn, through experience, logical thinking skills, fundamental knowledge of the natural sciences, and the ability to conduct research, thereby gaining the ability to think in a flexible manner and excellent problem-solving skills, enabling them to contribute significantly to society.

(4) Department of Biology

Biology is a field of learning that examines the complex and diverse life phenomena of natural life. It is the foundation of peripheral academic fields such as medical science, pharmacology, agriculture, and information science, and impacts issues related to the global environment, bioethics, and other societal issues. The Department of Biology will help students gain the ability to scientifically analyze varied and diverse life phenomena, and to develop flexible logical thinking skills based on a broad range of knowledge. The Department will provide education to develop human resources who have the ability to think for themselves and identify and solve problems, as well as who are able to contribute to building a rich and varied human society.

(5) Department of Information Sciences

Information science is a mathematical science that targets “information,” while at the same time being a field of learning that applies that knowledge from an engineering perspective via a computer, and contributes to a broad range of society. The Department of Information Sciences will provide education to develop human resources who combine the ability to think about universal laws related to humans, society, and the world, such as the questions “What is calculation?” and “What is recognition?” with the ability to adapt to the various aspects of an ever-changing contemporary society and solve related problems.

○ Faculty of Human Life and Environmental Science Curriculum Formulation and Implementation Policy

The mission of the Faculty of Human Life and Environmental Science is to help students learn techniques for understanding humans,

life, and the environment, in an analytical and comprehensive manner and acquire a solid education and rich conceptual abilities backed up by specialized learning, thereby developing female leaders who will play an active part in various aspects of society in the future. To achieve this goal, the Faculty will create an organization that consists of three departments, consolidate learning that has been divided into highly specialized areas, and unravel the problems of contemporary life in a multifaceted, comprehensive manner from the perspective of ordinary people, in accordance with the major issues of human life, such as food science and health, humans and environment, and human life (development and psychological health, society, culture). Curriculum is formulated from the following standpoints.

1. The Faculty will formulate curriculum from the standpoint of the life sciences as a comprehensive applied science that integrates the humanities and sciences.
2. The fundamental principle of the Faculty's curriculum will be to help students gain the high level of specialized knowledge, civic education, and discernment needed to contribute to the public interest. To achieve this, we will broaden and deepen students' ability to think and to engage in dialogue, utilizing a curriculum that has a cornerstone of high-quality lectures, small-group experiments, practical training, and exercises, as well as graduation thesis advisement geared to the needs of the individual student.
3. The Faculty will design a curriculum that keeps in mind the acquisition of the types of certification related to specialized education, and contribute to post-graduation career choices. We will establish courses for the acquisition of high school and junior high school teaching credentials (home).

(1) Division of Nutrition and Food Science

The aim of the education provided by the Division of Nutrition and Food Science is to develop human resources who have a scientific perspective on food and nutrition, and who have acquired the ability to put their knowledge into action toward the achievement of a rich and diverse dietary life and a healthy society. To accomplish this, we will provide education in a broad range of academic fields related to food and nutrition. To reach our educational goals, we will implement curriculum under the following policies.

- (a) The Division will provide education in basic academic areas related to food and nutrition, while concurrently providing basic courses in the natural sciences in the students' first and second academic years.
- (b) In the third year, we will provide more highly specialized major courses and practical training in experimentation related to food and nutrition.
- (c) In the fourth year, we will require a graduation thesis as part of specialized education in scientific research related to food and nutrition. We will emphasize small-group practical training in experimentation, and provide research education related to specific themes as graduation research in the laboratories of the Division of Nutrition and Food Science and the Institute of Environmental Science for Human Life.
- (d) Graduates of the Division will be granted a dietitian license and eligibility for national exams to become a national registered dietitian. We will establish courses for the acquisition of a nutrition educator license.

(2) Division of Human-Environmental Science

The educational goal of the Division of Human-Environmental Science will be to position the comfort, convenience, safety, and peace of mind enjoyed by humans as an important element to ordinary people, and foster the ability to propose and implement concrete societal measures for the various problems caused by an imbalance between humans and the environment, in order to make it possible for humans to live while maintaining a balance with nature. For this, we will design and implement the Human Environment Program under the following policies. Through four years of study, students will learn practical application of scientific techniques to areas related to daily life and the application and assessment of research results in society, etc.

- (a) The ability to think quantitatively and objectively, or in other words scientifically, is crucial to solving problems between humans and the environment. In the first two years after the students are admitted, the Program will provide thorough basic education in the natural sciences and cultivate the foundation for graduation research.
- (b) In the third year, students will take courses that develop into application, in accordance with their interests. Learning in an elective program will further develop the fundamentals of the natural sciences learned in the main program, and allow students to acquire basic scientific skills.
- (c) In the year of graduation, students will conduct research for their graduation thesis under the guidance of an advisor. The Division will foster the ability to solve concrete problems of application related to the quality of life.
- (d) We will establish courses for the acquisition of eligibility to take the examination to become a Class 1 architect. (Scheduled for certification in 2012.)

(3) Division of Human Life Studies

The educational goal of the Division of Human Life Studies is to help students develop the ability to utilize a multifaceted and compound approach to individual development, psychological health, the relationship between humans and society, and life and culture, to comprehensively understand and research humans and life from the perspective of ordinary people. To achieve this

educational goal, we will establish three specialized education departments—Developmental Clinical Psychology, Social Sciences and Family Studies, and Cultural and Historical Studies—under the following divisional policies.

- (a) Under the Multiple Program Elective Course System, students will select specialized education programs (main program, enhancement program, secondary program, interdisciplinary program) according to their own interests, and take courses in accordance with the Faculty of Human Life and Environmental Sciences Course Regulations.
- (b) Students will attend lectures and participate in exercises and practical training, and acquire knowledge and learn research techniques related to their area of specialization in the specialized education programs.
- (c) In the year of graduation, students will write a graduation thesis under the guidance of an advisor.
- (d) The division offers courses for high school and junior high school teacher certification (for independent study).

- Department of Developmental Clinical Psychology

The Department of Developmental Clinical Psychology will foster the ability to understand lifelong human development and psychological health from multiple perspectives, including clinical psychology, child care, and pedology, as well as the basic ability to take a practical and compound approach to the support and assistance of those aspects.

To reach our educational goals, we will design and implement the Department under the following policies.

- i) In the main program, students will gain the basic knowledge and techniques needed to learn developmental clinical psychology, as well as the analytical skills that will enable them to have their own awareness of the issues and research human development and psychology.
- ii) In the enhancement program, students will gain the knowledge, research techniques, and practical abilities related to a broader range of human development and psychology, through elective lecture, exercise, and practical training courses.
- iii) We will establish courses that provide the basic education required to take the nursery school teacher examination or to advance to a graduate program in clinical psychology.

- Department of Social Sciences and Family Studies

The purpose of the Department of Social Sciences and Family Studies is to help students learn social scientific theory and methodology, understand the generating mechanism of familiar life problems, and gain the ability to propose ways to solve those problems.

Students will acquire a wide range of basic social scientific knowledge in the four areas of law, political science, economics, and sociology, and gain a foundation for applying that knowledge to the clarification of individual research issues.

After students have gained fundamental abilities, the purpose of the education provided by the Program is to help students acquire systematic knowledge about their individual research themes and related areas, and gain full command of advanced knowledge and research methodology in the social sciences.

To reach such educational goals, we will design and implement the Department under the following policies.

- i) In the main program, students will concentrate on the fundamentals of social scientific theory and methodology. Beginning in the third year, students will select exercises and learn social scientific theory and methodology in a deeper and more practical manner.
- ii) In the enhancement program, students will further expand their interest in topics presented through the main program by focusing on the required lecture and exercise courses, and develop their knowledge, research techniques, and practical abilities related to humans and society.
- iii) We will establish courses directed toward acquisition of social researcher certification, as well as examinations for consumer specialists and national/local public servants.

- Department of Cultural and Historical Studies

The purpose of the Department of Culture and Historical Studies is to develop individuals who are able to utilize a multifaceted viewpoint and a compound approach to understand and analyze humans and life.

In other words, the purpose is to provide education that will enable students to utilize the techniques of comparative culture theory, ethnology, and historiography, etc., to conduct multifaceted research on the culture and history that gave birth to clothing, housing, crafts, design, and other elements of the formation of daily life, consider the concept of life with the question “What is the truly abundant life?” based on a cultural theory rooted in daily life, and develop the intellect and sensibility that will make it possible for them to take action.

To reach such educational goals, we will design and implement the Department under the following policies.

- i) In the main program, students gain the basic knowledge and techniques needed to engage in cultural and historical studies, as well as the analytical skills that will enable them to have their own awareness of the issues and research cultural phenomena.
- ii) In the enhancement program, students will gain the knowledge, research techniques, and communication skills related to a broader range of the lifestyles and cultures of all ages and cultures, through elective lecture, exercise, and practical training courses.
- iii) We will establish courses for the acquisition of curator certification.