International College of Technology, Kanazawa

Student Handbook

2019

Department of Science and Technology

ICT

Contents

KIT IDEALS

We defined the KIT IDEALS as the ideals all the members of our school community should embrace and set each ideal as follows.
Students, administration, and faculty and staff members always respect and keep the KIT IDEALS in mind to improve and develop our school community.

K Kindness of Heart	We show compassion toward others, are helpful and considerate, and sensitive of others' feelings. When we show a sympathetic nature, we are rewarded by the feeling and kindness.
I Intellectual Curiosity	We pursue things of interest to our intellect, follow our passion for learning and use our discoveries for the benefits to others.
T Team Spirit	When working with others on a team, we value each member's role. We look beyond our individual accomplishments to contribute toward the common goal.
I Integrity	We adhere to high moral and ethical principles. We are fair, reliable and trustworthy. Our personal code of values complements our school community's code of values.
D Diligence	With constant and earnest effort, we set out to accomplish what we undertake to the best of our ability. We use our time wisely and put care into all we do.
E Energy	We tap all our potential energy and make positive use of our energy to produce greatness. We recognize and accept the limits of our own capabilities to maintain a healthy balance.
A Autonomy	We strive to be independent, and self-sufficient. We respect the autonomy of the individual.
L Leadership	When working with others, we share leadership roles and accept all the rights and responsibilities that are inherent in the position.
S Self-Realization	We work toward achieving the highest good for all by fully realizing our own potential and natural abilities as we strive to become our ideal self.

Kanazawa Institute of Technology

2019-20 Academic Calendar (Hakusanroku Campus)

April	May	June	July	August	September	October	November	December	January	February	March
1 Mon Entrance ceremony Week 1	1 Wed National Holiday (The new emperor ascends the throne)	1 Sat Foundation day	1 Mon	1 Thu 1st semester final exam	1 Sun	1 Tue	1 Fri	1 Sun Week 31	1 Wed New year's day	1 Sat 2nd semester final-exam (Kanazawa C), Returning exam results (Hakusanroku C)	1 Sun
2 Tue Opening ceremonies Health checkup	2 Thu National Holiday	2 Sun Inter-High Week 9	2 Tue	2 Fri	2 Mon Remedial class period (Hakusanroku C) (until 9/19)	2 Wed	2 Sat Preparation for Open Campus	2 Mon	2 Thu	2 Sun Week 39	2 Mon Closing ceremony
3 Wed Orientation	3 Fri Constitution Day	3 Mon	3 Wed	3 Sat	3 Tue	3 Thu	3 Sun Culture Day Open Campus Week 27	3 Tue	3 Fri	3 Mon Special schedule (Returning exam results)	3 Tue Graduation ceremony
4 Thu	4 Sat Greenery Day	4 Tue	4 Thu	4 Sun Week 18	4 Wed	4 Fri Career guidance for the 4th year	4 Mon Compensatory Day Off	4 Wed	4 Sat	4 Tue	4 Wed
5 Fri	5 Sun Children's Day Week 5	5 Wed	5 Fri	5 Mon 1st semester final exam (Kanazawa C) Returning exam results (Hakusanroku C)	5 Thu	5 Sat	5 Tue	5 Thu	5 Sun Week 35	5 Wed	5 Thu
6 Sat First semester starts	6 Mon Compensatory Day Off	6 Thu	6 Sat Hokuriku Regional Technical College Sports Tournament	6 Tue Special schedule (Returning exam results)	6 Fri	6 Sun Week 23	6 Wed	6 Fri Admission Preparation	6 Mon	6 Thu Remedial class period Extracurricular activities (Hakusanroku C)	6 Fri
7 Sun Week 2	7 Tue	7 Fri	7 Sun Week 14	7 Wed Preparation for Summer School	7 Sat Parent-teacher-student meeting (Kanazawa C)	7 Mon	7 Thu Freshmen prefectural tournament	7 Sat Global Admission B Admission for Japanese returnees	7 Tue Second semester classes start	7 Fri	7 Sat
8 Mon	8 Wed	8 Sat Make up day for classes (Kanazawa C) Preparation for Open Campus	8 Mon	8 Thu Summer School (Hakusanroku C) Summer vacation starts	8 Sun Week 19	8 Tue	8 Fri	8 Sun Week 32	8 Wed Monday schedule	8 Sat	8 Sun
9 Tue	9 Thu	9 Sun Open Campus Week 10	9 Tue	9 Fri	9 Mon 1st semester classes start (Hakusanroku C), Extracurricular activities (Hakusanroku C) (until 9/24)	9 Wed	9 Sat	9 Mon	9 Thu	9 Sun	9 Mon
10 Wed	10 Fri	10 Mon	10 Wed	10 Sat	10 Tue Parent-teacher-student meeting (Kanazawa C)	10 Thu	10 Sun Week 28	10 Tue	10 Fri	10 Mon	10 Tue
11 Thu	11 Sat School sports day	11 Tue	11 Thu	11 Sun Mountain Day	11 Wed Humanity and Nature Ⅲ for the 4th year (Dept. M)	11 Fri	11 Mon	11 Wed	11 Sat	11 Tue National Foundation Day	11 Wed
12 Fri	12 Sun Week 6	12 Wed	12 Fri Compensatory Day Off (for 7/7)	12 Mon Compensatory Day Off	12 Thu	12 Sat	12 Tue	12 Thu	12 Sun Week 36	12 Wed	12 Thu
13 Sat	13 Mon	13 Thu	13 Sat	13 Tue	13 Fri	13 Sun Week 24	13 Wed	13 Fri Intramural presentation	13 Mon Coming-of-Age Day	13 Thu	13 Fri
14 Sun Week 3	14 Tue	14 Fri	14 Sun Week 15	14 Wed	14 Sat Parent-teacher-student meeting (Kanazawa C)	14 Mon Health-Sports Day	14 Thu	14 Sat	14 Tue	14 Fri Admission Preparation	14 Sat
15 Mon	15 Wed	15 Sat PTA school tour	15 Mon Marine Day	15 Thu	15 Sun Week 20	15 Tue	15 Fri	15 Sun Week 33	15 Wed	15 Sat General admission B Admission based on self-recommendation	15 Sun
16 Tue	16 Thu	16 Sun Week 11	16 Tue Friday schedule	16 Fri	16 Mon Respect for the Aged Day	16 Wed	16 Sat Ball game day	16 Mon	16 Thu	16 Sun	16 Mon
17 Wed	17 Fri PTA general meeting	17 Mon	17 Wed Monday schedule	17 Sat	17 Tue Lecture in Anamizu II for the 2nd year Humanity and Nature II for the 3rd year Humanity and Nature III for the 4th year	17 Thu Monday schedule	17 Sun Week 29	17 Tue	17 Fri	17 Mon Remedial class period Extracurricular activities (Hakusanroku C)	17 Tue
18 Thu	18 Sat	18 Tue	18 Thu	18 Sun	18 Wed	18 Fri Preparation for ICT festival	18 Mon	18 Wed	18 Sat Make up day for classes (Kanazawa C)	18 Tue	18 Wed
19 Fri	19 Sun Week 7	19 Wed	19 Fri	19 Mon	19 Thu Humanity and Nature III for the 4th year (Dept. T) Lecture in Anamizu I for the 1st year	19 Sat ICT festival	19 Tue	19 Thu	19 Sun Week 37	19 Wed	19 Thu
20 Sat Returnees debriefing session	20 Mon Open class	20 Thu	20 Sat	20 Tue	20 Fri	20 Sun KOSEN robot contest Tokai/Hokuriku area Week 25	20 Wed	20 Fri	20 Mon	20 Thu	20 Fri Spring Equinox Day
21 Sun Week 4	21 Tue	21 Fri	21 Sun Week 16	21 Wed	21 Sat Preparation for Open Campus	21 Mon Compensatory Day Off (for 10/20)	21 Thu	21 Sat Joint company study for the 4th year	21 Tue Friday schedule	21 Fri	21 Sat
22 Mon	22 Wed	22 Sat Nature classes for the 1st and 2nd years	22 Mon	22 Thu	22 Sun Open Campus Week 21	22 Tue National Holiday (The core enthronement ceremony)	22 Fri	22 Sun Week 34	22 Wed	22 Sat Singapore school trip for the 4th year	22 Sun
23 Tue	23 Thu	23 Sun Week 12	23 Tue	23 Fri	23 Mon Autumnal Equinox Day	23 Wed Monday schedule	23 Sat Labor Thanksgiving Day	23 Mon	23 Thu	23 Sun Emperor's Birthday	23 Mon
24 Wed	24 Fri	24 Mon	24 Wed	24 Sat 2nd-year SMC Program (until 9/14) Preparation for Open Campus	24 Tue Company visits for the 1st-4th years	24 Thu	24 Sun Week 30	24 Tue	24 Fri Admission Preparation Make up day for classes (Kanazawa C)	24 Mon Compensatory Day Off	24 Tue
25 Thu	25 Sat	25 Tue	25 Thu	25 Sun Open Campus	25 Wed Second semester starts	25 Fri Admission Preparation	25 Mon	25 Wed	25 Sat General admission A	25 Tue Extracurricular activities (Hakusanroku C)	25 Wed
26 Fri	26 Sun Week 8	26 Wed	26 Fri	26 Mon	26 Thu	26 Sat Global Admission A	26 Tue	26 Thu Winter holiday (until 1/6)	26 Sun Week 38	26 Wed	26 Thu Education result presentation
27 Sat	27 Mon	27 Thu	27 Sat Make up day for classes (Kanazawa C) Preparation for Open Campus	27 Tue	27 Fri	27 Sun Week 26	27 Wed	27 Fri	27 Mon	27 Thu	27 Fri
28 Sun	28 Tue	28 Fri	28 Sun Open Campus Week 17	28 Wed	28 Sat Internship debriefing session by 4th year students	28 Mon	28 Thu	28 Sat	28 Tue	28 Fri	28 Sat
29 Mon Showa Day	29 Wed	29 Sat	29 Mon	29 Thu	29 Sun Week 22	29 Tue	29 Fri	29 Sun	29 Wed 2nd semester final-exam	29 Sat	29 Sun Reception for new students
30 Tue National Holiday	30 Thu Inter-High	30 Sun Week 13	30 Tue	30 Fri	30 Mon	30 Wed	30 Sat Make up day for classes (Kanazawa C)	30 Mon	30 Thu		30 Mon
	31 Fri		31 Wed	31 Sat		31 Thu		31 Tue	31 Fri		31 Tue Dormitory entrance ceremony (Hakusanroku C) Orientation for new students
* indicates scheduled events									* Capstone project presentation		

Emblem

Our school emblem was designed in the image of a golden eagle, which is a symbol of our school. This emblem expresses the following:

The three principles of our school

● Character Building ● Technological Innovation ● Industry-University Collaboration

The school community, which consists of

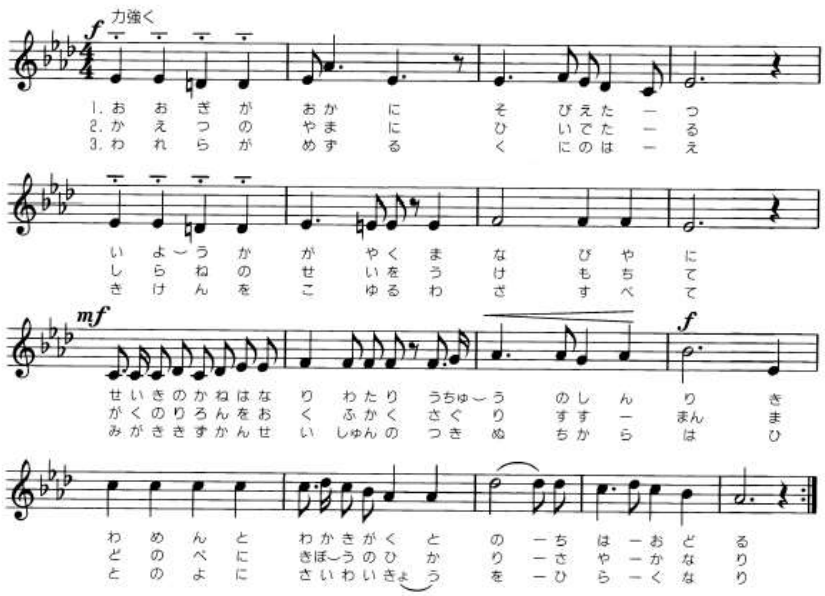
● Students ● Administration ● Faculty and staff members

The "Three Ts" which are the guiding principles those who study scientific technology

● Truth ● Theory ● Technology

The golden eagle, which lives in Hakusan and was designated as a "Natural Treasure", can be identified by its gold head that glows when travelling in the light. Our emblem embodies the courage and power that the golden eagle has come to represent by flying the highest in the sky.

School Song



Lyrics by Hyoukichi Aoyama

Music by Seitaro Yamashita

1 扇が丘に聳えたつ
偉容輝く学び舎に
世紀の鐘は鳴りわたり
宇宙の真理究めんと
若き学徒の血はおどる

2 加越の山に秀でたる
白嶺の精を享けもちて
学の理論を奥深く
探り進まん窓の辺に
希望の光りさやかなり

3 われらがめずる国の栄
気圏をこゆる技すべて
磨き築かん青春の
尽きぬ力は人の世に
幸 境を拓くなり

3. School History

June 1, 1957	● Hokuriku Radio Wave School founded
April 1, 1958	● Hokuriku Radio College founded
April 1, 1959	● Hokuriku Radio High School founded
April 1, 1962	● Kanazawa Technical College founded, Department of Electrical Engineering established (135 students, 3 classes) Hyoukichi Aoyama become the first president of Kanazawa Technical College
April 1, 1963	● Department of Mechanical Engineering added (90 students, 2 classes)
September 28, 1964	● Gymnasium completed
April 1, 1965	● Kanazawa Institute of Technology founded
December 4, 1965	● Shigetake Takemura become the second president of Kanazawa Technical College
October 18, 1967	● Authorized as a grant application school for Second-class Chief Electrical Engineer certification
March 1, 1968	● Authorized as a school exempt from Second-class Radio Operator preliminary test
November 5, 1968	● KIT Anamizu Bay Seminar House in Noto Peninsula National Park opened
January 16, 1969	● Center for Information Processing founded (currently known as the Center for Information Services & Processing)
April 1, 1969	● Computer Aided Instruction founded (currently known as the Center for Information Services & Processing)
September 21, 1973	● Ohgigaoka Clinic opened
May 19, 1977	● Amaike Athletic Center opened
June 1, 1978	● Kenkichi Shinmei become the third president of Kanazawa Technical College
June 1, 1982	● Library Center opened
April 1, 1986	● Wataru Sakuma become the fourth president of Kanazawa Technical College
August 13, 1987	● Partially authorized as a school exempt from testing for Installation Technician certification (by Telecommunication Business Law)
April 1, 1988	● One class added to the Department of Electrical Engineering
April 26, 1990	● Second Gymnasium completed
April 1, 1991	● New school building completed at 2-270 Hisayasu, Kanazawa
July 8, 1993	● Yumekobo opened
April 1, 1995	● Masakiyo Horioka become the fifth president of Kanazawa Technical College
May 23, 1995	● Partnership signed with Singapore Polytechnic
July 12, 1995	● Partnership memorandum signed with Saint Michael's College in the USA
April 1, 1996	● Multi-media Workshop opened
April 1, 1997	● Center for Creative Engineering Design Education established
December 14, 1998	● Ikenodaira Seminar House opened
December 17, 2002	● Partnership memorandum signed with Otago Polytechnic in New Zealand
April 1, 2003	● Changed the name of the Department of Electrical Engineering to the Department of Electrical and Computer Engineering (45 students, 1 class)
April 1, 2003	● Department of Computer Engineering and International Communication added (1 class, 45 students)
February 7, 2004	● Partnership signed with Otago Polytechnic in New Zealand
April 1, 2006	● Hirohumi Yamada become the sixth president of Kanazawa Technical College
April 1, 2007	● Center for Community-Arranged Education opened
April 1, 2009	● Changed the name of the Department of Electrical and Computer Engineering to the Department of Electrical and Electronic Engineering (40 students, 1 class)
April 1, 2009	● Changed the name of Department of Computer Engineering and International Communication to the Department of Global Information Technology (40 students, 1 class)
December 9, 2010	● Joined world-standard "CDIO" engineering education initiative

April 1, 2014	● Lewis Barksdale become the seventh president of Kanazawa Technical College
April 1, 2015	● Added the Department of Global Information and Management (40 students, 1 class) and stopped accepting Department of Global Information Technology students
November 18, 2015	● Partnership memorandum signed with Mara University of Technology in Malaysia
April 13, 2016	● Partnership memorandum signed with Singapore Institute of Technology
March 6, 2017	● Partnership memorandum signed with Muhammadiyah University Yogyakarta
April 1, 2018	● Changed the school's name to International College of Technology, Kanazawa Added the Department of Science and Technology (90 students, 2 classes) Stopped accepting students for the Departments of Electrical and Electronic Engineering, Mechanical Engineering, and Global Information and Management

4. Founding Principles

Chairperson, Board of Directors, Kanazawa Institute of Technology
Yoshio Izumiya

Our Mission

According to the Japanese School Education Act, the aims of universities, as centers for academic activity, are to help develop intelligence, morality and practical skills through the teaching and research of specialized arts and sciences, as well as to bestow knowledge. Colleges of technology (kosen) aim to foster the capabilities necessary for actual professions through the teaching of specialized arts and sciences.

John F. Kennedy made a speech entitled "A Strategy of Peace" at the commencement ceremony of American University on June 10, 1963, a speech which is said to be historically famous comparable to the Gettysburg Address given by Abraham Lincoln. In this speech, he spoke of the mission of universities, drawing upon elegant words, saying that "there are few earthly things more beautiful than a university", because it is a place "where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see."

The School Education Act defines the mission of universities theoretically and former president Kennedy defines it in a highbrow tone. Indeed, universities are centers of academic activity, where high-level education and innovative research activities are carried out, aiming to contribute to national and international progress in science and technology and the enhancement of international culture. Colleges of technology aim to produce excellent engineers who will play a prominent role in the further development of Japanese industry.

The Principle of Education

As advocated by the philosopher Fichte, the purpose of general education is to cultivate human beings as themselves, each as his true self. In addition, educator Paul Natorp says that education is the act of cultivating character, meaning the formation of personality.

Our school has three main missions: the cultivation of character, academic research and occupational education. Although these three missions each have important significance, we focus on the cultivation of character as our ultimate mission. In short, although character can be formed through academic research and occupational education, the latter cannot be accomplished without character cultivation. Therefore, we are positive that the true nature of our mission is to be a place that produces highly intelligent people possessing deep cultural refinement.

Considering the above, we regard our school as a setting for the cultivation of character. Student life consists not only of classrooms, laboratories and libraries, but all aspects of life including cultural activities, physical exercise, guidance in dormitory life, health facilities, hygiene management, counseling for school life, job placement, etc.

The Ethics of the School Community

Cultivation of character is the most important mission for both public and private schools. In private schools especially, we must appreciate that not only professors but also administration and school staff are involved in education. Accordingly, our school community, consisting of the administration, faculty and staff and students as a trinity, must become a place for the cultivation of character and a seedbed for the nurture of citizens suitable for the democratic society of Japan.

Although they are subject to the Private School Act and have to abide certain rules, private schools enjoy a degree of freedom compared to public schools that are regulated by complicated rules and subject to bureaucratic control. In the prewar era, the government supervised and controlled private schools strictly. However, private schools have established distinctive traditions and solid school cultures in spite of this strict control.

While every private school faces many challenges in management planning and finance, they continue to maintain their pride because they enjoy a position of freedom. Our school has set a goal of innovative academy-industry partnership, a policy that makes us a forerunner in the technological age. Our board of

directors aims to establish a noble academic tradition through various activities, freely demonstrating our strengths as a private school in order to accomplish our policies of "cultivation of high character", "deep technical innovation" and "superb academic-industrial cooperation" with the full support of our school's staff and students.

There are many private schools built through the founders' personality and insight. They have strengthened themselves by weathering hardships over long periods of time, and are proud of their traditions and school cultures. For example, we can see Okuma's spirit and intentions in Waseda University, Fukuzawa's in Keio University and Niijima's in Doshisha University. Our school must also establish a style based on our school's principles stated here that sets an example as a model worthy of veneration in Japanese academic circles.

Path to Glory

Following World War II, Japan's amazing economic development far surpassed that of West Germany, which also came following war defeat. This great success can be attributed to a combination of Japanese wisdom, technology and diligence.

With this great national strength as a backbone, our school plays a central role as a technical base and academic foundation for regional development in Ishikawa Prefecture, the Hokuriku region, Chubu region and the coastal area along the Sea of Japan. We are also responsible for producing the leading engineers and top class managers that are required for Japanese industry to be competitive in the world market.

Learning from the school management principles of the Massachusetts Institute of Technology, said to be the "sacred ground" of modern American science and technology, we will realize our ambition of becoming a first-class university boasting the highest standards, from space development to industrial sociology, and provide great honor to the academic world of democratic Japan. In order to accomplish this national mission, we will devote ourselves by combining all of our capabilities with cooperative might and determination.

February 1965

Three Principles

KIT and ICT's trinity of students, administration, and faculty and staff work together to realize the shared goal of an ideal engineering academia. We strive to contribute to society by providing excellence in education and research as the realization of the three principles stated by our school's founder, the venerable Dr. Rikichi Izumiya.

To create well-rounded citizens with good character

We will foster the development of creative and unique engineers and researchers that are eager to explore our own culture, possess high moral standards, and are both broad- and internationally-minded.

To be innovative

We will foster the development of engineers and researchers that will contribute to engineering innovation while remaining flexible to the future advancement of science and technology.

To promote industry-university collaboration

We will contribute to the local community as a modern and enlightened school while actively exploring the themes demanded by Japanese industry.

ICT MISSION STATEMENT

～ENCOURAGE THE GLOBAL INNOVATOR～

President of International College of Technology

Lewis　Barksdale

１．History For several decades after the war Japan amazed the world with its huge economic development. It goes without saying that the key to this development was Japan's technical prowess, based on its tradition of monozukuri, of which it is justly proud.

It was near the beginning of this period of astonishing technological development that Japan's Colleges of Technology were born. Training of well-grounded professional engineers who could support Japan's rise to a leading industrial nation was entrusted to Colleges of Technology that were founded throughout the country.

Our school, founded in 1962, was the first such college of technology to be born. For the past 58 years, as a private school firmly based in the local region, we have taken students from age 15 and provided them with an advanced professional education. Upholding our founding principles of 1) creating well-rounded citizens with good character, 2) innovation, and 3) promoting industry-university cooperation, we have sent over 5,800 graduates to make their contribution to our society.

２．Innovation for Fast-Changing World

As the pace of change in society, industry, and the workplace continues to increase, as science (understanding of the world) and technology (ability to change the world) rapidly advance, and as opportunities and needs of society constantly shift, we can never know in advance exactly what specific skills, attitudes, and knowledge today's young people will need in order to function effectively in the future world. We no longer live in a world where we can graduate a student with a body of knowledge and a set of skills and expect that knowledge and those skills to be sufficient, or applicable, throughout an entire career. For today's world, graduates must be able to learn and adapt, to seek opportunities, to meet and overcome challenges, and to see the big picture of the society they live in and their role in it. For this, young people must be empowered to take control of their own continuing life-long learning and growth.

As in society as a whole, in the workplace the need for innovative ways to meet new, often unexpected, challenges also increases. To successfully function in and contribute to society, our graduates will need to be able to find original and innovative solutions, based on sound analysis of problems and needs. In a world of constant change, the need for innovation will be constant. Innovation is both a set of attitudes and a set of skills. Innovation requires an open and inquiring mind, the inclination to think critically, and the fortitude to learn from setbacks. It also requires the ability to identify and analyze problems, to research and learn, to share and collaborate, and to create. AT ICT, our aim is to graduate innovators who can constantly learn from and respond to change while making the best of opportunities to bring about positive change.

In educating innovators, our focus is on three key areas: Creativity, Global Competence, and Motivation.

Creativity

1) Creativity

Technology, a fundamental aspect of our lives, is creativity. It is an important way in which we interact with our environment to build our society and live our lives. It is part of what makes us human. Insight into the fundamental processes of engineering, and of the interaction of engineering with other aspects of society, is essential for all citizens, and an increasingly crucial part of preparation for contributing to society and leading an active, fulfilling life.

At ICT, we emphasize the design process of engineering in order to foster creativity and a sense of the values of monozukuri. Our framework for this is the international movement for reform in education, the CDIO Initiative, combined with the principles of Design Thinking, and it is realized through a rich variety of educational experiences including experiential learning, goal-oriented projects, student-directed research, design competitions and contests such as robot contests and programming contests, as well as a rich grounding in the liberal arts.

２） Globalization

2) Global Competence

The world economy is now integrated to the extent that almost every workplace has links with other workplaces around the world. No one today can afford to limit their vision to a particular locality, or to ignore opportunities afforded by interaction and collaboration with industry in other countries. To prepare our graduates for such opportunities, ICT offers a strong and motivating English language program, backed up by valuable opportunities for experiencing living abroad, and integrated with the technical and professional training.

These opportunities include the learning of math, science and engineering using English, a one-month intensive English program in the U.S., the year-long curriculum in New Zealand, a school trip to Singapore followed by interchange with visiting students from there, overseas internships, the Learning Express—a collaborative design-thinking experience in Southeast Asia.

３） Motivation

Learning anything worthwhile takes time and effort. I is therefore essential for the learner to have a strong personal commitment to learning. Such commitment comes from understanding the usefulness of the knowledge and skills to be learned, from a sense of moving forward toward a worthwhile goal, and from an ongoing sense of accomplishment. At ICT we take care to foster and maintain learner motivation. We do this on a variety of fronts. We ensure that the level of instruction matches each student's current abilities. We provide a rich learning experience that goes far beyond books, blackboards, and lectures to include goal-oriented projects, hands-on learning experiences, collaborative learning, community and international service learning.

Again, innovation

Innovation is quickly changing today's world into tomorrow's world, the world in which today's young people will strive and flourish as innovators who continuously grow and develop in their skills and knowledge. ICT itself is ready to meet the rapidly-approaching challenges of tomorrow through continuous innovation.

6. Education of International College of Technology, Kanazawa

ICT Educational Mission

To educate leaders of global innovation

Three Policies

To achieve the educational mission, our school set the following three policies (Admission Policy, Curriculum Policy, Diploma Policy).

Admission Policy

Our school's mission is "To educate leaders of global innovation". We ask students, executive board members, faculty, and staff members to respect and be aware of the KIT IDEALS based on the values shared by our school community in order to improve and develop ourselves and our school community. In addition, to acquire the basics of global innovators, the 1st and 2nd year students reside in dormitories for cultivation of humanity and the 3rd year students are obligated to study abroad for a year.

We are seeking those who agree with the philosophy and educational method described above and can take action as follows.

(1) Have solid basic academic skills and interests in science, technology, design (finding and solving problems), and innovation (creating new value).
(2) Have a strong interest and inquiring mind in activities in global society and hope to enhance communication skills in English.
(3) Have the willingness to actively contribute to society and communities.

In addition to admissions based on recommendation and general admissions, we will conduct admissions for international students and Japanese students who have studied overseas to recruit diverse students. In every admission, we conduct a personal interview to select independent, cooperative students with high ambition. The selection process is based on comprehensive assessment of a written exam, application documents, and interview.

Curriculum Policy

We incorporate the ideas of the CDIO Initiative into our curriculum so that students can firmly acquire what it takes to be a global innovator. We also created a curriculum that emphasizes student's active experiences. As for the evaluation of achievement, we use not only created works and exam results, but also a portfolio to evaluate the activity process and the situation of collaborative activities.
The CDIO initiative has the following features.

(1) Enhance problem-finding and problem-solving skills
Start projects to find solutions for open-ended problems immediately after the enrollment. Provide students opportunities to practice design thinking on an ongoing basis and cultivate to their ability to solve problems by repeating problem-finding and problem-solving experiences and using a wide range of research results and research techniques.

(2) Enhance scientific thinking and communication skills
Cultivate inquiring minds in collaboration with others, polish critical/analytical thinking skills, and acquire effective communication skills including discussion and debate.

(3) Cultivate an attitude to actively participate in the creation of a better society
Be aware of membership within a community, conduct projects to investigate and study various settings (community, nature, and environment), and foster awareness as a member of society by contributing to the community.

(4) Develop English skills to act on a global scale
Use English starting in the first year as the medium of instruction in mathematics, science and engineering, and gradually increase the amount of English. After the third year, most of the classes are conducted in English.

(5) Acquire the ability to collaborate with people from different cultures and with various values
Cultivate creativity and a deep understanding of self, community, and the world through opportunities to interact with literature and art and by working with people all over the world.

Diploma Policy

Our school fosters practical and creative engineers who have what it takes to be a global innovator acting on a global scale. A global innovator is a person who uses scientific thinking to characterize problems, acquires the latest engineering knowledge and insight, and creates new value using creative solutions. In addition, a global innovator is a professional who can work in global society by cooperating with experts from various fields, accepting the diversity of cultures and values. Innovators who find new value must understand a wide range of engineering principles and engineering practices. In other words, they are those who understand and practice each stage of "Conceive, Design, Implement, Operate" of the international framework CDIO Initiative whose aim is reform of educational engineering.

Specifically, our students need to acquire the following abilities and behavioral objectives.

I. Personal qualities as a leader that contributes to society

(1) Courage to innovate
Operate with a strong conviction (motive, tenacity) and continue to strive without fearing failure to lead oneself or a team towards success

(2) Sense of duty to society
Maintain a sense of duty to resolve social issues with concern for regional communities and natural environments

(3) Integrity as a leader
Be a responsible collaborator treating others with kindness and respect through modesty while exhibiting leadership in a global environment

II. Communication skills for acting on a global scale

(1) Collaboration
Actively contribute to accomplishing a goal as a team, understanding one's own role and input

(2) Diversity and identity
Maintain a clear sense of identity while possessing a fundamental understanding of various cultures and value systems

(3) Impressing upon others
Having organized one's thoughts logically, effectively convey them in a way that takes into consideration the position and emotions of others

III. Superior scientific and technological capabilities worthy of an innovator

(1) Creating value

Be able to create new value through the practice of design thinking and broad investigations of academic disciplines

(2) Scientific thinking that combines industry, society, and nature

Be able to express one's own thoughts having understood and analyzed science and technology from the aspects of industry, society, and nature

(3) Attitude for continuous learning

With sound learning as a foundation, maintain an attitude for continuously acquiring new knowledge and skills

Based on understanding of the above, graduation requirements are to acquire the specified number of credits by completing the courses and educational programs established according to our school's educational philosophy and purpose.

Regulations of International College of Technology, Kanazawa

(For those enrolled in 2018 academic year and after)

Chapter 1　Aims

Article 1　The aims of International College of Technology, Kanazawa (hereinafter, "the College") are to provide a wide range of education in science and engineering according to the philosophy set in the Founding Spirit of Kanazawa Institute of Technology based on the Fundamental Law of Education and the School Education Act, and thereby to foster creative and practical engineers who contribute to the global society as innovators.

2 The mission of the College is to provide education in order to achieve the preceding paragraph, and then contribute to both the international and local community by widely offering the production.

3 To achieve the missions in the two preceding paragraphs, the College shall make every effort to examine and evaluate the status of the education and research activities.

4 Requirements related to the preceding paragraphs are established separately.

Chapter 2　Minimum Period of Enrollment, Academic Years, Academic Terms, and School Holidays

Article 2　The minimum period of enrollment for the College shall be five years.

Article 3　The academic year shall start on April 1 and end on March 31 of the following year.

Article 4　The academic year shall be divided into two terms, as follows.

First semester: From April 1 to September 30

Second semester: From October 1 to March 31

2 The start date and end date set in the preceding paragraph may be changed temporarily by the president of International College of Technology, Kanazawa (hereinafter, "the President").

3 The dates when the courses and other activities are held in each semester shall

depend on the academic calendar established separately.

Article 5 The College shall observe the following holidays and recesses. However, if necessary, the President may exchange any of these holidays and recesses with a school day.

(1) Sundays

(2) Public holidays designated under Japan's Act on National Holidays (Act No. 178 of 1948)

(3) The College's anniversary on June 1

(4) Summer Recess

(5) Winter Recess

(6) Spring Recess (at the end of the academic year)

2 The recesses described in (4) through (6) of the preceding paragraph shall depend on the academic calendar.

3 The President shall decide the holidays and recesses described in Paragraph 1 and other special holidays and recesses on a case-by-case basis.

Chapter 3 Department and Student Enrollment Capacity

Article 6 The College shall have the following department.

Department of Science and Technology

2 If it is determined to be educationally advantageous, the department may establish classes within each focus.

3 Matters related to administration of the focuses set in the preceding paragraph shall be established separately.

Article 6-2 The Department of Science and Technology shall aim to foster creative and practical engineers who contribute to the global society as innovators.

2 The educational objectives of the focuses shall be established separately.

Article 7 The number of classes and the student enrollment limit for the Department of Science and Technology shall be as follows.

Department	No. of Classes	Capacity of Admission	Student Enrollment Limit
Department of Science and Technology	1	90	450

Chapter 4 Curriculum

Article 8 The academic year shall be 35 weeks including the duration of the periodic exams.

Article 8-2 The courses of the College shall be divided into general education courses and specialized courses depending on the contents.

2 Special Activities shall be held as well as the courses set in the preceding paragraph.

3 For 1st and 2nd years, all students will reside on campus.

Article 9 The College shall establish the courses required to achieve the educational purpose of the College and the department, and a systematic curriculum.

2 The College shall establish the curriculum by distributing the courses over a period of five years.

3 The number of credits for each course and the allocation of the credits to each grade shall be as set forth in Table 1.

4 The number of credits for each course shall be calculated by setting 30 unit hours as one credit. (In general, one unit hour shall be equal to 50 minutes. This also applies to the next paragraph and Paragraph 8.)

5 Regardless of the preceding paragraph, for the courses designated as "College-type credits" in Table 1, a course for one credit shall normally be organized to contain contents that require 45-unit-hour learning, and the number of credits shall be calculated by setting courses for 15 unit hours as one credit, in light of the educational effects of said course and required learning other than that during course hours.

6 The total number of credits for courses that can be calculated with the method in the preceding paragraph shall be up to 60.

7 Regardless of Paragraph 3, as for internship and project-based learning, the credit shall be granted by evaluating the achievement of such learning. The number of credits shall be as set forth in Table 1.

8 At least 90 unit hours must be earned in Special Activities by graduation.

Article 10 The President may, when deeming it to be effective from an educational standpoint, regard credits a student has acquired by completing courses at other technical colleges, as credits acquired by completing courses at the College, to an extent not exceeding 30 credits.

Article 11 The President may, when deeming it to be effective from an educational

standpoint, deem its student's learning at a college or other learning specified separately by the Minister of Education, Culture, Sports, Science and Technology to be his/her learning of courses at the College, and grant the credit.

2 The number of credits that the College can grant in accordance with the preceding paragraph shall not exceed 30, when combined with the number of credits deemed to have been acquired at the College under the preceding article.

3 Paragraph 1 shall apply to the cases where a student takes courses at a foreign university or high school, and where a student takes distance learning programs in Japan, which are conducted by a foreign university. In these cases also, the total number of credits to be granted shall not exceed 30.

Article 12 The President shall approve completion of the curriculum for each academic year and graduation based on the student's academic results and achievement in Special Activities.

2 The evaluation described in the preceding paragraph shall be governed by the "General Guideline for Teaching at International College of Technology, Kanazawa" established separately.

3 Students whose completion of the curriculum for each academic year or graduation is not granted shall remain at the current grade.

Chapter 5 Admission, Change of Departments, Leave of Absence, Withdrawal, Transfer to Other Schools, and Graduation

Article 13 If 1st to 3rd students repeat a grade, the credits they gained in the grade shall become invalid and they must retake all courses and special activities required for the grade. However, this shall not apply to the case when the students desire to withdraw from school in order to change their careers. In this case, the credits they gained in the grade shall be valid.

2 If 4th and 5th students repeat a grade, the credits they gained in the grade shall be valid and they must take courses they have not passed. They are permitted to retake the courses they have already passed in the grade.

3 If students retake courses according to the preceding paragraph, the obtained credits and academic results of the relevant courses shall be canceled at the time that registration for the courses is approved.

Article 14 Applicants for admission to the College shall meet one of the following conditions:

(1) Have graduated from a junior high school or other equivalent schools.
(2) Have completed the first semester at a secondary school.
(3) Have completed a 9-year program of school education outside Japan.
(4) Have been determined by the Japanese Minister of Education, Culture, Sports, Science and Technology as a person who possess a level of academic proficiency equal to or surpassing that of a person described in Item 3.

Article 15 Persons seeking admission to the College are required to submit the application form and the other specified documents with the payment of the examination fee established in Article 29.

Article 16 The President shall select candidates for admission to the College according to the regulations established separately.

Article 17 Candidates who are notified of selection for admission must pay the admission fee established in Article 29 by the due date and submit the pledge cosigned by the guarantor and the other documents specified by the President.
2 Candidates who complete the entrance procedures of the preceding paragraph shall be admitted to the College by authority of the President.

Article 18 If an applicant seeks admission to the College during or after the second semester of the first grade, the President may approve the admission to the corresponding grade only if the person has reached the appropriate age and has been determined to possess a level of academic proficiency equal to or surpassing that of the corresponding grader, and if there are vacancies.

Article 19 Deleted

Article 20 When students take a long-term leave of absence for medical or other compelling reasons, they must submit, by the designated deadline, a request for leave of absence, cosigned by their guarantor, and receive the approval of the President. If the reason is medical, they must attach the doctor's certificate to the request.
2 A leave of absence shall be approved on a semester-by-semester basis. A request for leave of absence must be submitted by the beginning of the semester.

Article 21 The President may order a suspension of attendance or compulsory leave of

absence to a student who is deemed to require medical treatment due to special illness.

2 The President may order a suspension of attendance to a student who has or is suspected to have a contagious disease.

Article 22 The combined leaves of absence shall not exceed two years.

Article 23 Students on a leave of absence may return to the College with permission granted by the President after the reason has disappeared.

Article 24 Students wishing to withdraw from the College for an unavoidable reason must submit a request stating the reason, cosigned by their guarantor, and receive the approval of the President.

2 When a student who has withdrawn from the College according to the preceding paragraph seeks readmission to the College and the student successfully completes the admission process, the President may approve admission to the corresponding year level.

Article 25 Students must receive the approval of the President before transfer to other schools.

Article 26 Students shall reside in the College dormitories for the first and second years.

2 For the third year, students shall study at Otago Polytechnic which is a national school in New Zealand and take courses there.

3 The duration of study abroad described in the preceding paragraph shall be within a year as a general rule.

4 The period of study abroad shall be included in a student's period of enrollment at the College.

5 Matters required for study abroad are governed by the "Rules on Study Abroad for International College of Technology, Kanazawa" established separately.

Article 26-2 For students whom the President has granted study abroad according to Paragraph 2 of the preceding article, the President may provide remote courses through media such as internet for the courses established separately. In this case, the total number of credits to be granted shall not exceed 10.

Article 27 The President shall issue diplomas to students whose graduation has been approved (referred to "graduates" in the next paragraph).

2 Graduates may receive an associate degree (Engineering).

Chapter 6 Academic Fees

Article 28 In these regulations, "academic fees" refer to the examination fee, admission fee, tuition, and non-resident fee.

2 Matters related to handling the academic fees including those described in these regulations shall be governed by the "Rules on Academic Fees for Kanazawa Institute of Technology".

Article 29 The examination fee and admission fee shall be established as follows.

Examination fee: 15,000 yen

Admission fee: 200,000 yen

Article 30 The tuition shall be established for each academic year in Table 2.

2 The tuition for the first and second years shall include the dormitory fee (and meal expenses).

3 In addition to the tuition for the third year, the tuition for study abroad at Otago Polytechnic, New Zealand and the house stay fee shall be charged separately.

Article 31 The tuition corresponding to the term for a leave of absence shall not be charged. However, students on a leave of absence must pay the non-resident fee corresponding to the term for a leave of absence.

2 The non-resident fee shall be 30,000 yen per semester.

3 The tuition for a student who returns to the College shall equal the tuition for the corresponding academic year that had been determined when the student enrolled in the College.

Article 32 The tuition must be paid for each semester.

2 Regardless of the preceding paragraph, the total annual fee may be paid at once.

3 The payment deadline shall be the date specified in the detailed payment statement of academic fees.

Article 32-2 Academic fees shall not be refunded.

2 The tuition shall be refunded if one of the following items applies, regardless of the preceding paragraph.

(1) When a person admitted to the College has resigned the admission by April 1 with the specified procedure and has already paid the tuition.

(2) When a student who is allowed to take a leave of absence has already paid the tuition for the semester they do not attend.

(3) When a student who has withdrawn or been dismissed from the College has already paid the tuition for the semester they do not attend.

Article 32-3 The tuition shall be charged for students who withdraw, take a leave of absence, are suspended, or are dismissed from the College in the middle of a semester.

Chapter 7 Faculty and Staff Members

Article 33 The College shall be staffed with a President, professors, associate professors, assistant professors, lecturers, assistants, Secretary General, office staff, and technical staff (hereinafter, "faculty members" in the next paragraph and the next article).

2 In addition to the positions in the preceding paragraph, the College may have Vice Presidents and a department chairperson.

Article 34 The President shall take charge of school affairs and supervise the faculty members.

2 The Vice Presidents shall support the President's duties.

3 The department chairperson shall take charge of school affairs related to the department.

4 The professors, associate professors, and assistant professors shall instruct students.

5 The lecturers shall engage in duties equivalent to ones of professors and associate professors.

6 The assistants shall engage in duties required for smooth implementation of education.

7 The secretary General shall support the President and manage clerical duties related to school affairs.

8 The office staff shall engage in clerical duties related to school affairs.

9 The technical staff shall engage in technical affairs.

Article 35 The President shall appoint a Dean of Academic Affairs, Dean of Students,

Dean of Career Placement, Dean of Research Projects, and Dean of International Affairs from among the professors.

2 The Dean of Academic Affairs shall plan educational projects and control other academic affairs under direction of the President.

3 The Dean of Students shall control affairs related to students' welfare and guidance (except for affairs controlled by Dean of Career Placement) under direction of the President.

4 The Dean of Career Placement shall control affairs related to students' courses and career placement under direction of the President.

5 The Dean of Research Projects shall control affairs related to students' project activities and teachers' researches under direction of the President.

6 The Dean of International Affairs shall control affairs related to study abroad and international exchange under direction of the President.

Chapter 8 Commendations, Disciplinary Action, and Dismissal

Article 36 The President may grant students commendations when deeming that the students deserve them.

Article 37 The President shall take disciplinary action if students violate the rules of the College or otherwise fail to behave according to accepted ethical standards.

Article 38 Disciplinary action described in the preceding article shall be in the form of a warning, disciplinary confinement at home, or dismissal.

Article 39 The President shall order dismissal of a student in the following cases:

(1) When a student is deemed to have delinquent behavior and have no prospect of improvement

(2) When a student is deemed unlikely to complete their studies due to their poor performance

(3) When a student is frequently absent without justifiable reason

(4) When a student disrupts the order of the College or violates accepted ethical standards.

(5) When a student who is repeating a grade level according to Article 12 Paragraph 3 cannot move up to the next grade even after retaking the courses.

Article 40 The President shall order a student's removal from the register if any of the

following cases applies:

(1) The student fails to pay academic fees after notification

(2) The student fails to graduate within 10 years

(3) The student has exceeded the maximum allowable leave of absence, as stipulated in Article 22

(4) The student has been missing for a long period of time

Chapter 9 International Students

Article 41 If a foreign person seeks admission to the College and the student successfully completes the admission process, the President may approve admission to the College as an international student.

Article 42 Deleted

Article 43 Deleted

Chapter 10 Visiting Researchers and Non-degree Students

Article 44 Persons seeking to pursue research in a specific field of the College may be selected for admission to the College as visiting researchers, provided that education and research at the College are not adversely affected as a result.

2 Matters required for visiting researchers are governed by the "Rules on Visiting Researchers for International College of Technology, Kanazawa" established separately.

Article 45 Deleted

Article 46 Persons seeking to take courses of the College may be selected for admission to the College as non-degree students, provided that education and research at the College are not adversely affected as a result.

2 Non-degree students who do not take courses for credits shall be referred to as "auditors".

3 Matters required for non-degree students are governed by the "Rules on Non-degree Students for International College of Technology, Kanazawa" established separately.

Article 47 Deleted

Chapter 11 Library, etc.

Article 48 The College shall have a Library and other facilities required for education and research.

Article 49 Deleted

Chapter 12 Open Lectures

Article 50 The College may hold open lectures.

Article 51 Deleted

Supplementary Provisions:

1 These Regulations shall take effect on April 1, 1962.

2 These revised Regulations shall take effect on April 1, 1963.

3 These Regulations shall take effect on April 1, 1967.

4 These Regulations shall take effect on April 1, 1969.

5 These Regulations shall take effect on April 1, 1972.

6 These Regulations shall take effect on April 1, 1973.

7 These Regulations shall take effect on April 1, 1974.

8 These Regulations shall take effect on April 1, 1975.

9 These Regulations shall take effect on April 1, 1977.

10 These Regulations shall take effect on April 1, 1978. However, with regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

11 These Regulations shall take effect on April 1, 1979.

12 These Regulations shall take effect on April 1, 1980.

13 These Regulations shall take effect on April 1, 1981.

14 These Regulations shall take effect on April 1, 1983.

15 These Regulations shall take effect on March 23, 1984.

16 These Regulations shall take effect on April 1, 1984.

17 These Regulations shall take effect on April 1, 1985.

18 These Regulations shall take effect on April 1, 1986.

19 These Regulations shall take effect on April 1, 1987. However, with regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

20 These Regulations shall take effect on April 1, 1988. However, with regard to the

curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

21 These Regulations shall take effect on April 1, 1989.

22 These Regulations shall take effect on April 1, 1990.

23 These Regulations shall take effect on April 1, 1991.

24 These Regulations shall take effect on October 1, 1991.

25 These Regulations shall take effect on April 1, 1992. However, with regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

26 These Regulations shall take effect on April 1, 1993.

27 These Regulations shall take effect on April 1, 1994.

28 These Regulations shall take effect on April 1, 1995. However, with regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

29 These Regulations shall take effect on April 1, 1996.

30 These Regulations shall take effect on April 1, 1997.

31 These Regulations shall take effect on April 1, 1998.

32 These Regulations shall take effect on April 1, 1999.

33 These Regulations shall take effect on April 1, 2000.

34 These Regulations shall take effect on April 1, 2001.

35 These Regulations shall take effect on April 1, 2002.

36 These Regulations shall take effect on April 1, 2003. However, with regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

37 These Regulations shall take effect on April 1, 2004. However, Article 30 Table 2 in Regulations for Kanazawa Technical College prior to revision shall be still applicable to students entering the College in the 1999 academic year.

38 These Regulations shall take effect on April 1, 2005.

39 These Regulations shall take effect on April 1, 2007.

40 These Regulations shall take effect on April 1, 2008.

41 These Regulations shall take effect on April 1, 2009. However, regardless of the revised Article 6, the Department of Electrical and Computer Engineering and the Department of Computer Engineering and International Communication shall remain until March 31, 2009, when there are no students who belong to the departments.

42 These Regulations shall take effect on April 1, 2013.

43 These Regulations shall take effect on April 1, 2015. However, regardless of the revised Article 6, the Department of Global Information Technology shall remain until March 31, 2015, when there are no students who belong to the department. With regard to the curriculum for students who have been enrolled in the College before these Regulations take effect, the provisions previously in force shall remain applicable.

44 These Regulations shall take effect and the College name shall be changed from "Kanazawa Technical College" to "International College of Technology, Kanazawa" on April 1, 2018. However, for students who belong to the Department of Electrical and Electronic Engineering, Department of Mechanical Engineering, and Department of Global Information and Management established in Article 6 prior to revision as of March 31, 2018, the provisions previously in force shall remain applicable until there are no students who belong to the departments, with the exception of the new College name that shall be applicable.

45 These Regulations shall take effect on April 1, 2019 and the revised Article 13 shall also apply to students who belong to the Department of Science and Technology on March 31, 2019.

46 Regardless of Supplementary Provision 44, an academic year consists of two semesters for students who belong to the Department of Electrical and Electronic Engineering, Department of Mechanical Engineering, and Department of Global Information and Management as of April 1, 2019. In addition, the semesters shall be governed by Article 4 Paragraph 1.

Table 1 Curriculum

General Education Courses (Common to all focus students)

* Applicable for students matriculated in the 2018 academic year or later

Course \ Grade			Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
General Education Courses (common to all focus students)	Humanities	Japanese Language Expression IA	1 Semester1	1		1					
		Japanese Language Expression IB	1 Semester2	1		1					
		Japanese Language Expression IIA	2 Semester1	1			1				
		Japanese Language Expression IIB	2 Semester2	1			1				
		English Expression IA	1 Semester1	1		1					For international students
		English Expression IB	1 Semester2	1		1					
		English Expression IIA	2 Semester1	1			1				
		English Expression IIB	2 Semester2	1			1				
		Japanese Literature I	1 Semester1		1	1					
		Japanese Literature II	2 Semester2		1		1				
		World Literature I	1 Semester1		1	1					For international students
		World Literature II	2 Semester2		1		1				
		Academic Writing	4 Semester1		1				1		
		History and Culture IA	1 Semester1	1		1					
		History and Culture IB	1 Semester2	1		1					
		History and Culture IIA	2 Semester1	1			1				
		History and Culture IIB	2 Semester2	1			1				
		History and Culture (English) IA	1 Semester1	1		1					For international students
		History and Culture (English) IB	1 Semester2	1		1					
		History and Culture (English) IIA	2 Semester1	1			1				
		History and Culture (English) IIB	2 Semester2	1			1				
		Global Studies	3 Semester1	2				2			
		Social Science	4 Semester1		2				2		College-type credits

General Education Courses (common to all focus students)		Humanities	4 Semester2		2				2		College-type credits
		Psychology	5 Semester1		2					2	College-type credits
		Global Life and Culture	3 Full year	4				4			
	Natural Science	Pre-Calculus A	1 Semester1	2		2					
		Pre-Calculus B	1 Semester2	2		2					
		Calculus A	2 Semester1	2			2				
		Calculus B	2 Semester2	2			2				
		Fundamental Mathematics A	1 Semester1	2		2					
		Fundamental Mathematics B	1 Semester2	2		2					
		Algebra and Geometry A	2 Semester1	2			2				
		Algebra and Geometry B	2 Semester2	2			2				
		Mathematical Statistics	4 Semester1	2					2		College-type credits
		Physics IA	1 Semester1	1		1					
		Physics IB	1 Semester2	2		2					
		Physics IIA	2 Semester1	2			2				
		Physics IIB	2 Semester2	2			2				
		Chemistry IA	1 Semester1	1		1					
		Chemistry IB	1 Semester2	2		2					
		Chemistry IIA	2 Semester1	2			2				
		Chemistry IIB	2 Semester2	2			2				
		Biology IA	1 Semester1	1		1					
		Biology IB	1 Semester2	1		1					
		Biology IIA	2 Semester1	1			1				
		Biology IIB	2 Semester2	1			1				
	Second Language	English Reading and Writing IA	1 Semester1	1		1					
		English Reading and Writing IB	1 Semester2	1		1					
		English Reading and Writing IIA	2 Semester1	1			1				
		English Reading and Writing IIB	2 Semester2	1			1				
		English Listening and Speaking IA	1 Semester1	2		2					
		English Listening and	1 Semester2	1		1					

General Education Courses (common to all focus students)	Second Language	Speaking IB									
		English Listening and Speaking IIA	2 Semester1	1			1				
		English Listening and Speaking IIB	2 Semester2	2			2				
		Bridge English	1 Semester1	2		2					
		Japanese IA	1 Semester1	5		5					For international students
		Japanese IB	1 Semester2	2		2					
		Japanese II	2 Semester1	2			2				
		Japanese Communication	2 Semester2	3			3				
		Functional English	3 Full year	3				3			3rd year study abroad program
		Comprehensive English IA	4 Semester1	1					1		
		Comprehensive English IB	4 Semester2	1					1		
		Comprehensive English IIA	5 Semester1	1						1	
		Comprehensive English IIB	5 Semester2	1						1	
		Technical English	3 Full year	4				4			3rd year study abroad program
		Technical Communication	4 Semester1		2				2		College-type credits
		Overseas English Program	2 School Holiday		4		4				
	Health and Physical Education	Health and Physical Education IA	1 Semester1	1		1					
		Health and Physical Education IB	1 Semester2	1		1					
		Health and Physical Education IIA	2 Semester1	1			1				
		Health and Physical Education IIB	2 Semester2	1			1				
		Health and Physical Education IIIA	4 Semester1	1					1		
		Health and Physical Education IIIB	4 Semester2	1					1		
		Visual Arts I	1 Semester2		1	1					
		Visual Arts II	2 Semester1		1		1				
		Performing Arts I	1 Semester2		1	1					
		Performing Arts II	2 Semester1		1		1				

Total of General Education Courses	Total credits of required courses	79	—	29	29	13	6	2	
	Total credits of elective courses	—	19	3	7	0	7	2	
	Minimum number of credits for elective courses	—	4	1	1	0	2	0	
	Total of minimum number of required credits	83		30	30	13	8	2	

Specialized Courses (Department of Science and Technology)

* Applicable for students matriculated in the 2018 academic year or later

Course \ Grade			Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
Common to All Focus Students	Co-creation	Engineering Design IA	1 Semester1	2		2					
		Engineering Design IB	1 Semester2	2		2					
		Engineering Design IIA	2 Semester1	2			2				
		Engineering Design IIB	2 Semester2	2			2				
		Engineering Design III	3 Full year	8				8			3rd year study abroad program
		Engineering Design IVA	4 Semester1	2					2		
		Engineering Design IVB	4 Semester2	2					2		
		Engineering Design VA	5 Semester1	2						2	
		Engineering Design VB	5 Semester2	2						2	
		Engineering Context IA	1 Semester1	1		1					
		Engineering Context IB	1 Semester2	1		1					
		Engineering Context IIA	2 Semester1	1			1				
		Engineering Context IIB	2 Semester2	1			1				
		Basic Engineering Skills	3 Full year	3				3			3rd year study abroad program
		Internship I	4 School Holiday		1				1		
		Internship II	5 School Holiday		1					1	
		Entrepreneurship	5 Semester2		1					1	
	IT Literacy	Computer Skills IA	1 Semester1	1		1					
		Computer Skills IB	1 Semester2	1		1					
		Computer Skills IIA	2 Semester1	1			1				
		Computer Skills IIB	2 Semester2	1			1				
	Total credits of required courses			35	0	8	8	11	4	4	
	Total credits of elective courses			0	3	0	0	0	1	2	

Course		Grade	Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
Electric and Electronic Engineering Focus Students	3rd Year Study Abroad Program	Electric Circuits I	3 Full year		4			4			Choose 3 courses from these courses.
		Electronic Engineering	3 Full year		4			4			
		Electrical Power Engineering	3 Full year		4			4			
		Mathematical Engineering	3 Full year		4			4			
		Basic Computer Engineering	3 Full year		4			4			
		Basic Programming	3 Full year		4			4			
		Introduction to Networks	3 Full year		4			4			
	Specialized Basic Course	Applied Mathematics IA	4 Semester1	2					2		College-type credits
		Applied Mathematics IB	4 Semester2	2					2		College-type credits
		Applied Mathematics IIA	5 Semester1	2						2	College-type credits
		Applied Mathematics IIB	5 Semester2	2						2	College-type credits
		Engineering Mathematics	5 Semester1		2					2	College-type credits
		Applied Physics IA	4 Semester1	2					2		College-type credits
		Applied Physics IB	4 Semester2	2					2		College-type credits
		Applied Physics IIA	5 Semester1	2						2	College-type credits
		Applied Physics IIB	5 Semester2	2						2	College-type credits
		Applied Chemistry IA	4 Semester1		2				2		College-type credits
		Applied Chemistry IB	4 Semester2		2				2		College-type credits
		Applied Chemistry IIA	5 Semester1		2					2	College-type credits
		Applied Chemistry IIB	5 Semester2		2					2	College-type credits
	Specialist Focus	Electric Circuits IIA	4 Semester1	2					2		College-type credits
		Electric Circuits IIB	4 Semester2	2					2		College-type credits
		Transient Phenomena	5 Semester1		2					2	College-type credits
		Basic Electronic Circuits	4 Semester2	2					2		College-type credits
		Electronic Circuits	5 Semester1	2						2	College-type credits
		Electromagnetics A	4 Semester1	2					2		College-type credits

Electric and Electronic Engineering Focus Students	Specialist Focus	Electromagnetics B	4 Semester2	2					2		College-type credits
		Electric and Electronic Materials Engineering	5 Semester1	2						2	College-type credits
		Physical Electronics	5 Semester2		2					2	College-type credits
		Drawing Skills in Electrical Engineering	5 Semester1		1					1	
		Electrical Machinery and Electronic Applications	5 Semester2	2						2	College-type credits
		Electrical and Electronic Instrumentation Engineering	5 Semester2	2						2	College-type credits
		Computer Architecture	4 Semester2	2					2		College-type credits
		Programming A	5 Semester1	2						2	
		Programming B	5 Semester2		2					2	
		Project-Based Learning									Number of credits will be determined separately.
	Total credits of required courses			38	0	0	0	0	20	18	
	Total credits of elective courses			0	45	0	0	28	4	13	

Course \ Grade			Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
Mechanical Engineering Focus Students	3rd Year Study Abroad Program	Engineering Mechanics	3 Full year		4			4			Choose 3 courses from these courses.
		Mechanical Design	3 Full year		4			4			
		Heat Transfer Engineering	3 Full year		4			4			
		Fluid Engineering	3 Full year		4			4			
		Mathematical Engineering	3 Full year		4			4			
		Basic Electrical Engineering	3 Full year		4			4			
		Basic Computer Engineering	3 Full year		4			4			
		Basic Programming	3 Full year		4			4			
	Specialized Basic Course	Applied Mathematics IA	4 Semester1	2					2		College-type credits
		Applied Mathematics IB	4 Semester2	2					2		College-type credits
		Applied Mathematics IIA	5 Semester1	2						2	College-type credits
		Applied Mathematics IIB	5 Semester2	2						2	College-type credits
		Engineering Mathematics	5 Semester1	2						2	College-type credits
		Applied Physics IA	4 Semester1	2					2		College-type credits
		Applied Physics IB	4 Semester2	2					2		College-type credits
		Applied Physics IIA	5 Semester1	2						2	College-type credits
		Applied Physics IIB	5 Semester2	2						2	College-type credits
		Applied Chemistry IA	4 Semester1		2				2		College-type credits
		Applied Chemistry IB	4 Semester2		2				2		College-type credits
		Applied Chemistry IIA	5 Semester1		2					2	College-type credits
		Applied Chemistry IIB	5 Semester2		2					2	College-type credits
		Applied Biology I	4 Semester1		2				2		College-type credits
	Specialist Focus	Mechanics of Materials I	4 Semester2	2					2		College-type credits
		Mechanics of Materials II	5 Semester1	2						2	College-type credits
		Technical Drawing	4 Semester1	2					2		
		Design of Machine Element	4 Semester2		2				2		College-type credits

Mechanical Engineering Focus Students	Specialist Focus	Thermodynamics	4 Semester2		2				2		College-type credits
		Thermal Engineering	5 Semester1		2					2	College-type credits
		Fluid Mechanics	4 Semester2		2				2		College-type credits
		Machining	4 Semester1	2					2		
		Measurement Engineering	5 Semester1	2						2	College-type credits
		Materials Engineering	5 Semester2		2					2	College-type credits
		Basic Electronic Circuits	4 Semester2		2				2		College-type credits
		Control Engineering	5 Semester2	2						2	College-type credits
		Computer Architecture	4 Semester2	2					2		College-type credits
		Programming A	5 Semester1	2						2	
		Programming B	5 Semester2		2					2	
		Project-Based Learning									Number of credits will be determined separately.
	Total credits of required courses			34	0	0	0	0	16	18	
	Total credits of elective courses			0	56	0	0	32	14	10	

Course \ Grade			Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
Information Frontier Focus Students	3rd Year Study Abroad Program	Basic Computer Engineering	3 Full year		4			4			Choose 3 courses from these courses.
		Basic Programming	3 Full year		4			4			
		Programming	3 Full year		4			4			
		Web Design	3 Full year		4			4			
		Introduction to Networks	3 Full year		4			4			
		Business Computing	3 Full year		4			4			
		Basic System Analysis	3 Full year		4			4			
		Basic Marketing	3 Full year		4			4			
		Management	3 Full year		4			4			
		Mathematical Engineering	3 Full year		4			4			
	Specialized Basic Course	Applied Mathematics IA	4 Semester1	2					2		College-type credits
		Applied Mathematics IB	4 Semester2	2					2		College-type credits
		Applied Mathematics IIA	5 Semester1	2						2	College-type credits
		Applied Mathematics IIB	5 Semester2	2						2	College-type credits
		Engineering Mathematics	5 Semester1		2					2	College-type credits
		Applied Physics IA	4 Semester1		2				2		College-type credits
		Applied Physics IB	4 Semester2		2				2		College-type credits
		Applied Physics IIA	5 Semester1		2					2	College-type credits
		Applied Physics IIB	5 Semester2		2					2	College-type credits
		Applied Chemistry IA	4 Semester1		2				2		College-type credits
		Applied Chemistry IB	4 Semester2		2				2		College-type credits
		Applied Biology I	4 Semester1		2				2		College-type credits
	Specialist Focus	Information Mathematics I	4 Semester1	2					2		College-type credits
		Information Mathematics IIA	5 Semester1	2						2	College-type credits
		Information Mathematics IIB	5 Semester2	2						2	College-type credits

Information Frontier Focus Students	Specialist Focus	Programming Lab A	4 Semester1		2				2		
		Programming Lab B	4 Semester2		2				2		
		Computer System A	4 Semester1	2					2		College-type credits
		Computer System B	4 Semester2	2					2		College-type credits
		Network Systems Lab	5 Semester2		2					2	
		Software Engineering	4 Semester2	2					2		College-type credits
		Software Engineering Lab	5 Semester1	2						2	
		Database	5 Semester2	2						2	College-type credits
		Data Structures and Algorithms	4 Semester2	2					2		College-type credits
		Operating System	5 Semester1		2					2	College-type credits
		Media Informatics	5 Semester2		2					2	College-type credits
		Introduction to Management	5 Semester1	2						2	College-type credits
		Business Accounting	5 Semester2	2						2	College-type credits
		Advanced Topics in Business	5 Semester2		2					2	College-type credits
		Project-Based Learning									Number of credits will be determined separately.
	Total credits of required courses			30	0	0	0	0	14	16	
	Total credits of elective courses			0	68	0	0	40	14	14	

Course		Grade	Year and Semester	Number of Credits		Credits by Year					Remark
				Required	Elective	Year 1	Year 2	Year 3	Year 4	Year 5	
Applied Chemistry Focus Students	3rd Year Study Abroad Program	Mathematical Engineering	3 Full year		4			4			Choose 3 courses from these courses.
		Materials Science	3 Full year		4			4			
		Basic Computer Engineering	3 Full year		4			4			
		Basic Programming	3 Full year		4			4			
		Programming	3 Full year		4			4			
		Web Design	3 Full year		4			4			
		Introduction to Networks	3 Full year		4			4			
	Specialized Basic Course	Applied Mathematics IA	4 Semester1	2					2		College-type credits
		Applied Mathematics IB	4 Semester2	2					2		College-type credits
		Applied Mathematics IIA	5 Semester1	2						2	College-type credits
		Applied Mathematics IIB	5 Semester2	2						2	College-type credits
		Engineering Mathematics	5 Semester1		2					2	College-type credits
		Applied Chemistry IA	4 Semester1	2					2		College-type credits
		Applied Chemistry IB	4 Semester2	2					2		College-type credits
		Applied Chemistry IIA	5 Semester1	2						2	College-type credits
		Applied Chemistry IIB	5 Semester2	2						2	College-type credits
		Applied Biology I	4 Semester1	2					2		College-type credits
		Applied Biology II	5 Semester2	2						2	College-type credits
	Specialist Focus	Fundamental of Laboratory Safety	4 Semester1	2					2		College-type credits
		Applied Experiment and Practice in Chemistry A	5 Semester1	3						3	College-type credits
		Applied Experiment and Practice in Chemistry B	5 Semester2	3						3	College-type credits
		Chemistry of Phase and Reaction	4 Semester1	2					2		College-type credits
		Chemical Engineering	4 Semester2	2					2		College-type credits

Applied Chemistry Focus Students	Specialist Focus	Materials Engineering	5 Semester2		2					2	College-type credits
		Electrochemistry for Energy conversion and Storage	4 Semester2		2				2		College-type credits
		Electric and Electronic Materials Engineering	5 Semester1		2					2	College-type credits
		Physical Electronics	5 Semester2		2					2	College-type credits
		Analytical Chemistry	4 Semester2	2					2		College-type credits
		Environmental Chemistry	5 Semester1		2					2	College-type credits
		Polymer Chemistry	5 Semester2	2						2	College-type credits
		Computer Architecture	4 Semester2	2					2		College-type credits
		Programming A	5 Semester1	2						2	
		Programming B	5 Semester2		2					2	
		Project-Based Learning									Number of credits will be determined separately.
	Total credits of required courses			40	0	0	0	0	20	20	
	Total credits of elective courses			0	42	0	0	28	2	12	

Grade / Minimum number of credits		Number of Credits	Credits by Year					Remark
			Year 1	Year 2	Year 3	Year 4	Year 5	
Total	Minimum number of credits for general courses	83	30	30	13	8	2	
	Minimum number of credits for specialized courses	84	8	8	19	24	25	Including specialized courses common to all the focuses.
	Total of minimum number of required credits	167	38	38	32	32	27	
Special Activities		○	90 or more unit hours					

Table 2 Academic Fees

Tuition

(unit: yen)

	Year 1	Year 2	Year 3	Year 4	Year 5
First semester	1,500,000	1,500,000	125,000	800,000	800,000
Second semester	1,500,000	1,500,000	125,000	800,000	800,000

Rules for Students

Chapter 1 General Rules

Article 1 These rules shall define necessary matters for students to be aware based on the Regulations of International College of Technology, Kanazawa.

Chapter 2 Language and Attitude

Article 2 Students shall cultivate morality, refine intelligence, act with common sense, and strive to be qualified engineers.

Article 3 Students shall act with grace and pride as students of International College of Technology, Kanazawa (hereinafter, "the College").

Article 4 Students shall respect faculty, staff members, and senior students as well as being polite, friendly, and respect each other among students.

Article 5 Students shall use proper language and always behave modestly, being aware that language and attitude express themselves.

Chapter 3 Dress and Belongings

Article 6 Students shall wear clean, simple, and tidy clothes with grace as students of the College.

Article 7 When wearing clothes not prescribed, students shall submit "Isonegai" (application for irregular clothes) and obtain permission from the President.

Article 8 Students shall always carry the student ID.

Chapter 4 Various Applications

Article 9 When taking absence, missing classes, or being late, students shall submit the relevant application.

Article 10 When staying out overnight or extending their overnight stays, students on the Hakusanroku campus shall obtain permission from the Class Adviser, the Club Adviser, the Dean of Students, and the President.

Article 11 When going off the campus, students on the Hakusanroku campus shall take a predefined procedure. However, the procedure may be omitted when students go out to have classes with faculty or school events or to go to a place near the Hakusanroku campus.

Article 12 To participate in sports games against other teams, cultural events, and others, students shall obtain permission from the relevant Club Adviser and the President.

Article 13 When participating in local cooperation activities specified by the College, students shall obtain permission from the Class Adviser, the Dean of Research and Projects, and the President.

Article 14 When changing family name, first name, and others recorded in the family register, students shall inform the ICT office accordingly by submitting the certificate of entry in the resident card.

Article 15 When a student's address is changed, the student shall immediately inform the ICT office accordingly.

Article 16 When a student's guardian is changed, the student shall immediately inform the ICT office accordingly.

Chapter 5 Lifestyle

Article 17 As for daily life, students shall observe the Rules on School Life in International College of Technology, Kanazawa stipulated separately.

Article 18 Students shall keep their dignity outside the campus as students of the College.

Article 19 Students shall make the school environment lively by positively cleaning the school sites, buildings, classrooms, and laboratories.

Article 20 Students shall carefully handle and organize the school facilities and equipment. If they find any problem, they shall immediately inform a faculty or staff member accordingly.

Supplementary Provisions

1. These rules shall take effect on April 1, 1962.
2. These rules shall take effect on April 1, 1990.
3. These rules shall take effect on April 1, 1991.
4. These rules shall take effect on April 1, 1992.
5. These rules shall take effect on April 1, 2004.
6. These revised rules shall take effect on April 1, 2007.
7. These revised rules shall take effect on April 1, 2018.

Rules on School Life

Chapter 1　General Rules

Article 1　These rules shall define necessary matters for students to observe based on the Rules for Students of International College of Technology, Kanazawa.

Article 2　Students shall maintain healthy lifestyle. They shall try not to be absent from school, miss classes, be late, or leave early.

2.　On the Hakusanroku campus, the student on roll call duty shall call the roll and inform a Resident Adviser.

Chapter 2　Commute

Article 3　1st and 2nd year students shall not get a moped license (50cc or less motorcycle).

Article 4　Those who commute by a moped shall obtain permission from the President.

Article 5　Those who commute by a moped shall

(1) Observe traffic rules and drive safely

(2) Always wear a school approved helmet

(3) Wear eye protection

Article 6　Students shall not drive a moped during breaks between classes.

Article 7　Students shall not get a license of motorcycle with an engine size more than 50cc.

Article 8　Students shall not drive to school by car.

Chapter 3　Others

Article 9　Students shall not smoke or drink alcohol.

Article 10　The College shall encourage extracurricular activities. All the 1st and 2nd year students shall join clubs and take part in club activities.

Article 11　Students shall not have a part-time job except during summer, winter, and spring holidays.

2.　For rewards that will be paid for students who participate in local cooperation activities specified by the College, students can receive it after they obtain permission from the President and their guardian.

Article 12　For the other details of the rules students shall observe in their school life, students shall follow the instructions of faculty and staff members.

Supplementary Rules

These supplementary rules are in addition to the rules on School Life.

(1) Students' studies and school duties shall not be affected by getting a moped license and driver's license.

(2) Students who commute to school by bicycle shall inform the school.

(3) Students shall sit down immediately after the bell to begin class has rung.

(4) Students shall cooperate in cleaning the College and dispose of garbage in the specified trash can.

(5) Students shall not leave the College during breaks between classes.

(6) Students shall not eat or drink while walking.

(7) Students shall treat things carefully and keep valuable items safe to avoid theft and loss.

(8) Students shall not leave textbooks and other items in classrooms and lockers after school.

(9) Students shall not go to places that are not suitable for students.

Supplementary Provisions

1. These rules shall take effect on April 1, 1966.

2. These rules shall take effect on April 1, 1986.

(portion omitted)

9. These revised rules shall take effect on April 1, 2018.

10. These revised rules shall take effect on April 1, 2019.

Rules on Dormitories

Chapter 1 General Rules

(Aims)

Article 1 These rules shall define necessary matters concerning the operation, management, and others of student dormitories on the Hakusanroku campus (hereinafter, "dorms") of the International College of Technology, Kanazawa (hereinafter, "the College ") to operate the dorms smoothly and appropriately and achieve the objective of the next article.

(Objective of Dorms)

Article 2 The dorms shall be educational facility of the College established under Article 48 of the Regulations of International College of Technology, Kanazawa. The objective of the dorms shall be to promote adaptation to the school life for students, foster friendships and the spirits of mutual help and tolerance, and support students' growth.

Chapter 2 Operation and Management of Dorms

(Person in Charge of Operation)

Article 3 The manager in charge of dorm operation shall be the President of the College (hereinafter, "President"). However, the affairs of the Campus Facilities Department shall be excluded.

2. The President may order the Dean of Students to perform the relevant duties.

(Administrator)

Article 4 For daily management and operation of the dorms, the College shall appoint an administrator under the supervision of the manager.

2. The administrator shall be the Director of Hakusanroku Kosen Office.

(Dorm Committee)

Article 5 In order to discuss general matters including the management and operation of the dorms, the College shall arrange a Dorm Committee of the International College of Technology, Kanazawa (hereinafter, "Dorm Committee").

2. The Dorm Committee shall consist of the following persons.
   President, Vice President, Dean of Students, Secretary General, Director of Hakusanroku Kosen Office, Director of Campus Facilities Department, Safety and Health Committee
3. The Chairperson of the Dorm Committee shall be the President.
4. The Dorm Committee shall be called by the Chairperson as necessary.
5. The Chairperson may invite non-committee members to the Dorm Committee and hear their opinions as necessary.

(Arrangement of Faculty and Staff Members)

Article 6 Faculty and staff members in charge of the work listed in the following items shall be arranged in order to manage and operate the dorms, educate students, and provide life guidance. In addition, other faculty and staff members shall be arranged as necessary.

(1) Learning Mentor (LM) shall be in charge of students' study at night.
(2) Resident Adviser (RA) shall be in charge of guidance on students' daily life in the dorms.

Chapter 3 Life in Dorms

(Moving into Dorm)

Article 7 First-year and second-year students (hereinafter, "residents") of the College shall reside in the dorms.

2. Before moving into the dorms, the residents shall submit the specified documents to the President by the deadline.
3. If a person who has obtained permission to move into the dorm does not complete the procedures prescribed in the preceding paragraph, or make false statements, the President may cancel the permission.

(Compliance Obligation)

Article 8 The residents shall observe the regulations and rules of the College, Guidelines for Use of Dormitories and Facilities, and Guidelines for Dorm Residents. They shall also act according to the instructions of faculty and staff members.

(Moving out of Dorm)

Article 9 If a resident satisfies any of the following (1) to (5), the President may order the resident to move out of the dorm temporarily or permanently.

(1) A resident violates the Regulations of International College of Technology, Kanazawa, or the other regulations and rules stipulated by the College.
(2) A resident is deemed to be unsuitable for communal life due to medical or other reasons.
(3) A resident is permitted to take a leave of absence, or withdraws (including dismissal) or is suspended from the College.

(4) A resident disturbs the order of communal life or morals.

(5) A resident causes troubles that severely interfere with the operational management of the dorms.

2. When leaving the dorms, the residents shall restore the rooms to the original state and receive the approval from a Resident Adviser.

(Education in Dorm)

Article 10 Residents shall receive education in the dorms while they are in school.

(Expenses during Vacations)

Article 11 When staying in the dorms during vacations, residents shall pay the meal expenses and other expenses necessary for daily life.

2. For the expenses during vacations, residents shall pay the amount determined by the College by the specified deadline in the manner designated by the College.

(Unit Leader)

Article 12 The dorms shall have Unit Leaders (UL) selected from the residents.

2. Unit Leaders shall assist Resident Advisers.

3. The selection, term, and other matters of Unit Leaders shall be established separately.

(Meetings and Events)

Article 13 To run meetings and events in or outside the dorms, residents shall obtain permission from a Resident Adviser.

2. The chief of a meeting or event shall report the progress to a Resident Adviser immediately after the meeting or event finishes.

3. If the contents of a meeting or event are against the educational policy of the College or general social wisdom, a Resident Adviser may cancel the meeting or event.

(Post)

Article 14 When posting a notice on the bulletin board in the dorm, residents shall obtain permission from a Resident Adviser.

2. Residents shall follow Resident Adviser's instructions regarding the posting place, period, style, etc.

3. The person in charge of posting shall remove the posted notice immediately after the posting period ends.

4. When a person other than residents desires to post a notice on the bulletin board in the dorm, the person shall obtain permission from a Resident Adviser and follow the instructions.

(Maintenance of Facilities)

Article 15 Residents shall try to keep the living rooms, units, facilities, and equipment in the dorms in a normal state at all times.

2. If residents lose, damage, or dirty the facilities or equipment intentionally or negligently, they shall restore it to the original state or pay the expenses required for the restoration.

(Belongings)

Article 16 Residents shall only bring allowed items into the dorms.

2. Residents shall thoroughly manage their belongings.

(Theft and Accident)

Article 17 Residents shall try to prevent theft and other accidents.

2. When residents notice theft or other accidents, they shall notify a Resident Adviser immediately.

(Disaster Prevention)

Article 18 Residents shall be always aware of fire and other disaster prevention.

2. Residents shall actively participate in fire and other disaster drills conducted by the College.

(Health Maintenance and Promotion)

Article 19 Residents shall try to maintain and promote their own health.

2. The President shall conduct heath checkups or vaccination for residents if necessary.

(Cleaning and Organizing)

Article 20 Residents shall clean and organize the inside and outside of the dorms and strive to maintain a comfortable environment.

(Living Areas)

Article 21 Residents shall not enter a dorm of the opposite sex.

2. If residents need to enter the area described in the preceding paragraph, they shall notify a Resident Adviser and follow the instructions.

(Room Entry)

Article 22 Faculty and staff members may enter the individual rooms when it is necessary for student guidance, administrative operation, or urgent matters.

(Closing Dorms)

Article 23 The President may set a dorm closing period during long holidays such as summer holiday and winter holiday.

2. Residents shall not enter the dorms during the closing period unless otherwise approved by the President.

Chapter 4 Miscellaneous Rules

(Entry of Non-Residents)

Article 24 A person who desires to enter the dorms for a meeting with residents, a campus tour, and other reasons shall obtain permission from a Resident Adviser and follow the instructions.

(Utilization of Facilities by Non-Residents)

Article 25 When a non-resident desires to use facilities and equipment in the dorms, the person shall obtain permission from President and follow Resident Adviser's instructions.

(Administrator)

Article 26 The Director of Hakusanroku Kosen Office shall be in charge of office work related to the dorms.

(Other Matters)

Article 27 In addition to what is established in these rules, matters concerning the dorms shall be stipulated separately.

Supplementary Provisions

1. These rules shall take effect on April 1, 2018.

Rules on Student Council

Chapter 1 General Rules

Article 1 This council shall be called "International College of Technology, Kanazawa Student Council" (hereinafter, "the Council").

Article 2 The Council shall aim to cultivate students' autonomous spirit and characters, and accomplish the objectives of technical college education by conducting voluntary activities on their own under the guidance of the College.

Article 3 The Council shall consist of all students (hereinafter, "Members") in International College of Technology, Kanazawa (hereinafter, "the College").

Chapter 2 Board Members

Article 4 The Council shall have the following Board Members.

(1) Chairperson 1 person
(2) Vice Chairperson 2 persons
(3) Secretary 2 persons
(4) Accountant 2 persons
(5) Audit Commissioner 3 persons

Article 5 The Board Members shall be elected among Members.

Article 6 The term of Board Members shall be one year from November 1st to October 31st of the following year. However, the term of a replaced Board Member shall be the remaining term of the predecessor.

2. Even after the term finishes, Board Members shall continue their duties until the next Board Members take up their positions.

Article 7 Board Members (except Audit Commissioners) shall resign if more than two-thirds of the Members of Council Assembly (hereinafter, "the Assembly") request the resignation.

Article 8 Board Members shall resign if they cannot conduct their duties due to illness or other reasons.

Article 9 If there is a vacancy in Board Members, an election to fill the vacancy shall be conducted within two weeks.

Article 10 Chairperson shall represent the Council and manage the affairs of the Council. However, for matters related to other organizations, the Chairperson shall receive guidance and approval from the Dean of Students of the College.

Article 11 Vice Chairpersons shall assist the Chairperson and act on behalf of the Chairperson if the Chairperson is not available.

Article 12 Secretaries shall also serve as a secretary of the Assembly, be responsible for maintaining and keeping records, and deal with general affairs.

Article 13 Accountants shall deal with accounting of the Council and manage financial affairs by communicating with the Dean of Students. The Secretary General of the College shall deal with incomings and outgoings.

Chapter 3 Council Assembly

Article 14 Council Assembly (hereinafter, "the Assembly") shall be the highest decision-making body of the Council and organized with the Board Members, the Assembly Members stipulated in the following article, and the Chairpersons of the Expert Committees stipulated in Article 29. However, rights to vote shall be given only to Assembly Members.

Article 15 Two Class Representatives elected from each class shall be Assembly Members.

2. The Assembly Member's term shall be six months. The first term shall be from April 1st to October 15th of the same year and the second term shall be from October 16th to March 31st of the following year.

Article 16 The Assembly Members shall not receive any criticism from outsiders for speeches, debates, and decisions they had while in the Assembly.

Article 17 The leaders and managers of clubs may attend the Assembly if necessary. However, they shall only have a say, and not voting power.

Article 18 The Assembly Chairperson shall call a Regular Assembly in May and November every year.

Article 19 An Extraordinary Assembly shall be held in the following cases.

(1) When the Executive Committee deems it necessary
(2) When there is a demand from a two-thirds majority of the total Assembly Members

2. An Extraordinary Assembly shall be called by the Assembly Chairperson.

Article 20 The Assembly shall be effective with the attendance of a two-thirds majority of the total Assembly Members.

2. When missing the Assembly, Assembly Members shall submit a power of attorney.

Article 21 Agendas shall be approved by a majority of the Members present, and the Assembly Chairperson shall make a final decision on a tie vote.

Article 22 The date, place, and agenda of the Assembly shall be announced three days before the Assembly. However, an Extraordinary Assembly shall not apply to this case.

Article 23 The Assembly Chairperson shall be chosen by the Assembly Members and shall appoint the Vice Chairperson.
Article 24 The terms of the Assembly Chairperson and Vice Chairperson shall be applied mutatis mutandis to Article 15, Paragraph 2.

Chapter 4 Executive Committee

Article 25 The supreme enforcement body of the Council shall be the Executive Committee.
Article 26 The Executive Committee Members shall consist of the Board Members stipulated in Article 4 (except the Audit Commissioners) and the Chairpersons of the Expert Committees stipulated in Article 29.
Article 27 The Executive Committee shall set an agenda for the Council and submit it to the Assembly.
Article 28 The Executive Committee shall enforce decisions of the Assembly.

Chapter 5 Expert Committee

Article 29 The following Expert Committees shall be established in the Council to support the Executive Committee's duties.
(1) Class Representative Committee
(2) Cultural Committee
(3) PE Committee
(4) Public Safety Committee
(5) Special Education Committee
(6) Club Activity Committee
Article 30 The Class Representative Committee shall consist of Class Representatives and shall support the administration of the Council.
Article 31 The Cultural Committee shall consist of Cultural Committee Members and shall support the management of cultural events.
Article 32 The PE Committee shall consist of PE Committee Members and shall support the management of sports events.
Article 33 The Public Safety Committee shall consist of Public Safety Committee Members and shall improve the College's disciplines and traditions by communicating with the Dean of Students.
Article 34 The Special Education Committee shall consist of Special Education Committee Members and shall support the management of school events.
Article 35 The Club Activity Committee shall consist of the club leaders and shall promote healthy activities in each club.
Article 36 Each Expert Committee shall have a Chairperson and a Vice Chairperson elected by the Expert Committee Members.
Article 37 Special Expert Committees may be established with the approval from the Assembly as necessary.

Chapter 6 Clubs

Article 38 The Council shall establish the clubs and associations listed in the appended table in order to cultivate healthy hobbies, extensive knowledge, and physical strength, and to develop manners of team play.
Article 39 Each club shall have a club leader and a manager.
Article 40 Regarding new establishment, merger, and dissolution of clubs, after discussion and vote in Club Activity Committee, the Council shall have a discussion in the Assembly and make a decision with the approval from the President.
Article 41 A new association, which consists of Members with similar tastes, shall be allowed by the President, Club Activity Committee's vote, and the Assembly's approval.

Chapter 7 Audit Committee

Article 42 The Audit Committee shall be the auditing body of the Council.
Article 43 The Audit Committee shall consist of three Audit Commissioners.

Chapter 8 Election Committee

Article 44 The Election Committee shall consist of elected Members (two Members from each class), and manage election for Board Members.
Article 45 The Election Committee shall have one Chairperson and one Vice Chairperson elected by the Committee Members.

Chapter 9 Accounting

Article 46 The fiscal year of the Council shall be from April 1st to March 31st of the following year.
Article 47 Membership dues, donations, and other capital shall be allocated to the expenses of the Council.
Article 48 The budget and settlement of the Council shall be approved by the Assembly.

Chapter 10 Authority of the President

Article 49 If the vote of the Council creates issues in school administration or student guidance or violates the President's legal liability, the President may refuse the Council's decision as the supreme adviser of the Council.

Chapter 11 Adviser

Article 50 The Council shall have Council Advisers (faculty members) appointed by the President.

Article 51 A club shall have Club Advisers (faculty members) appointed by the President.

Chapter 12 Revision

Article 52 These rules shall be revised with supporting votes from a two-thirds majority of the total Assembly Members and take effect with the approval from the President.

Supplementary Provisions

1. The matters regarding the operation of the Council shall be stipulated in the detailed rules.
2. These revised rules shall take effect on April 1, 1966.
3. These revised rules shall take effect on April 1, 1986.
4. These revised rules shall take effect on April 1, 1999.
5. These revised rules shall take effect on April 1, 2000.
6. These revised rules shall take effect on April 1, 2007.
7. These revised rules shall take effect on April 1, 2018.

8. Course Overview

(Department of Science and Technology)

Course		Course Name	Course Overview	Remarks
General Education Courses	Humanities	Japanese Language Expression IA	This course improves basic Japanese language skills (listening, speaking, reading, writing, and communicating) and enhances thinking skills so that students can broaden and deepen their ideas, and then refine their Japanese language skills to realize the ideal way to express themselves. With the goal of effectively conveying thoughts according to audience, situations, and purposes, while strengthening the basis of language skills such as vocabulary and rhetoric, students will build their attitude to proactively express themselves by participating in practical activities including the study of how to take notes and how to give a speech.	
		Japanese Language Expression IB	This course improves basic Japanese language skills (listening, speaking, reading, writing, and communicating) and enhances thinking skills so that students can broaden and deepen their ideas, and then refine their Japanese language skills to realize the ideal way to express themselves. Students will gather and organize accurate information from books, magazines, and the internet to acquire the abilities of analysis and judgement. In addition, students will write essays in order to acquire a skill to write logical sentences including facts and supporting arguments while being conscious of a structure that is easy for readers to understand.	
		Japanese Language Expression IIA	This course will build students' attitude to perform intellectual activities while interacting with others. This can be achieved by deepening awareness of human activities, way of thinking and creation, and by enhancing the skills to think and express. Students will read novels, criticisms, essays, etc. about complex, diversified human beings, nature, and society, find a problem by studying them analytically and critically, and then gather and organize necessary information to write reports and essays. Furthermore, students will research the essence of the problem while practically learning various form of discussions such as brainstorming and debating, and acquire the ability to solve it.	
		Japanese Language Expression IIB	This course will build students' attitude to perform intellectual activities while interacting with others. This can be achieved by deepening awareness of human activities, way of thinking and creation, and by enhancing the skills to think and express. First, students will link fragmentary matters to create a whole story. Second, students will aim to understand the characteristics of familiar media and use them consciously. Third, while proactively going out in a local community and cultivating exchanges with people living there, students will acquire expressiveness and understanding useful for social life and build an attitude to enrich social life.	
		English Expression IA	Students will learn English grammar in order to write advanced English sentences. Students will learn necessary English grammar for communication in writing not for knowledge or an exam. Students will be able to write effective English sentences by learning usages such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, subjects, intransitive verbs, transitive verbs, word orders, phrases, clauses, abuses of English, mood, voice and so on. With writing theses in English in the future in mind, students will obtain communication skills to describe their ideas logically in correct English.	For international students and Japanese returnees in place of Japanese Language Expression IA.
		English Expression IB	Students will learn punctuation in order to write English sentences which are beautiful and easy to read in addition to English grammar they learn in English expression IA. Students will learn grammar in order to write advanced English sentences. Students will learn necessary English grammar for communication in writing not for knowledge or an exam. Students will be able to write effective English sentences by learning usages such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, subjects, intransitive verbs, transitive verbs, word orders, phrases, clauses, abuses of English, mood, voice and so on. With writing theses in English in the future in mind, students will obtain communication skills to describe their ideas logically in correct English.	For international students and Japanese returnees in place of Japanese Language Expression IB.

Course		Course Name	Course Overview	Remarks
General Education Courses	Humanities	English Expression IIA	In this course, students will learn different forms of essays such as descriptive essays, persuasive essays, and comparative essays, and also learn the key points for writing appropriate essays by themselves. In addition, students will acquire the skills to plan, configure, write, and rewrite essays. Students will evaluate the good points and the improvement points for their writing by discussion between faculty members and students or between students.	For international students and Japanese returnees Japanese Language Expression IIA.
		English Expression IIB	In this course, students will learn different forms of essays such as opinion and critical essays, as well as producing essays to standards that will be required of them while studying abroad in New Zealand. In addition, students will acquire the skills to plan, structure, write, and rewrite essays. Students' learning will be assessed through the essays they write.	For international students and Japanese returnees in place of Japanese Language Expression IIB.
		Japanese Literature I	Through reading and comprehending various, rich Japanese literary works, this course will cultivate rich sensitivity to accurately receive "sensation" evoked from the works. Students will proactively think and analyze authors' base of thinking that is a source of "sensation" included in those works, and give a concrete shape to their imagination using various expression forms such as dissertation, essays, presentation, and creation inspired by the "sensation" of the work. For text analyzation, various educational areas will be used to acquire multilateral perspective.	
		Japanese Literature II	Through reading and comprehending various, rich Japanese literary works, this course will cultivate rich sensitivity to accurately receive "sensation" evoked from the works. Students will proactively think and analyze authors' base of thinking that is a source of "sensation" included in those works, and give a concrete shape to their imagination using various expression forms such as dissertation, essays, presentation, and creation inspired by the "sensation" of the work. For text analyzation, various educational areas will be used to acquire multilateral perspective.	
		World Literature I	In this course, students will read one of Shakespeare's most well know plays, Romeo and Juliet, in English. Students will study Shakespeare's observations of the human condition and his writing skills. Students will be able to discuss the characters and the historical background and give their own opinions on the play. Through this discussion, students will also acquire skills to effectively convey their ideas to their classmates.	For international students and Japanese returnees in place of Japanese Literature I.
		World Literature II	In this course, students will read one of the most well-known Japanese essays "Pillow Book" by Sei Shonagon in English. Reading and discussing this essay will help students discover a better understanding of traditional Japanese culture, history, customs, people, and the author's perspectives on Japan during the Heian period. Through this better understanding of traditional Japan and comparing it with their own culture, customs, or perspectives, students will be able to understand other cultures and values, broaden their education, and have their own ideas.	For international students and Japanese returnees in place of Japanese Literature II.
		Academic Writing	This course will focus on cultivating the objective and logical thinking necessary for writing reports and papers. Students will accurately learn methods for asking questions, gathering materials, and configuring sentences. By selecting and editing expressions that effectively describe the concrete meaning of the subject they set, students will aim to logically develop and describe the content. Furthermore, this acquired objective and logical thinking will effectively be applied to presentation.	
		History and Culture IA	Through learning about the history and cultures of the world, we understand the diversity of the values that exist in society and the process of their conflict, while developing an interest in considering contemporary society from a historical perspective. In particular, this course will give an outline of how great men transformed the West and helped shape and transform modern European and Middle Eastern societies, consider what heroism was required in each era to deepen the process of the formation of society, and understand the various forms of politics that have appeared throughout history.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Humanities	History and Culture IB	Through learning about the history and cultures of the world, we understand the diversity of the values that exist in society and the process of their conflict, while developing an interest in considering contemporary society from a historical perspective. This course focuses on the development of public awareness, starting with modern Europe and also including the emergence of the nation-state, the birth of the great powers, colonial rule, the end of imperialism and the two World Wars. By studying these topics, we will be able to objectively understand Japan's position in international society today.	
		History and Culture IIA	The local community is made up of many components. By closely studying the history, culture, faith, lifestyle habits, industry, topography, etc. of the local area, we will deepen our understanding of the local community and learn how to work together with our local community to improve the area for everyone. Additionally, with the theme of community as our learning method, students will acquire the skills to approach various societies and the issues that exist there, and understand how to solve social problems.	
		History and Culture IIB	Through learning about the activities and lives of Japanese predecessors, we will have opportunities to learn about Japanese history and culture, to understand the characteristics of those eras, and to think about how people lived. We will focus on people who achieved great success in the politics and culture of each era. Using the knowledge gained through these studies, students will reflect on themselves and aim to establish their own identity, to become someone respected by others, and be able to solve problems in the future.	
		History and Culture (English) IA	This course is a survey of world history and culture from the time of earliest evidence of human culture through 1500 CE. It introduces major trends and transformations in human social, cultural, technological, and political activities throughout the world. In seminar format, students will investigate, present, and discuss the wide variety of human experience and the broad changes in human society over the years covered.	For international students and Japanese returnees in place of History and Culture IA.
		History and Culture (English) IB	This course is a survey of world history and culture from the time of earliest evidence of human culture from 1500 CE to the present. It introduces major trends and transformations in human social, cultural, technological, and political activities throughout the world. In seminar format, students will investigate, present, and discuss the wide variety of human experience and the broad changes in human society over the years covered.	For international students and Japanese returnees in place of History and Culture IB.
		History and Culture (English) IIA	The local community is made up of many components. By closely studying the history, culture, faith, lifestyle habits, industry, topography, etc. of the local area, we will deepen our understanding of the local community and learn how to work together with our local community to improve the area for everyone. Additionally, with the theme of community as our learning method, students will acquire the skills to approach various societies and the issues that exist there, and understand how to solve social problems.	For international students and Japanese returnees in place of History and Culture IIA.
		History and Culture (English) IIB	We will focus on the main political and cultural events of each era in Japanese history. Through understanding the characteristics of the times and how people lived, we will get opportunities to interact with and understand the cultures and values of different countries, which will help us to deepen our understanding of Japanese history and culture. We will think about appropriate ways of living for social leaders who are active in the international community, and reflect on our own behavior and way of life.	For international students and Japanese returnees in place of History and Culture IIB.

Course		Course Name	Course Overview	Remarks
General Education Courses	Humanities	Global Studies	In this course, students will prepare documents necessary for studying in New Zealand in order to make full use of one year's study abroad (on-campus, off-campus). This course will focus on cultivating English language skills, cross-cultural understanding, and respect and compassion for others required for smooth homestay or dormitory life. Students will investigate the geographical and cultural aspects in the local area and activities on the campus, and then utilize the information to make their lives in the local area more comfortable and active. In addition, students will exchange opinions on ways to deal with mental problems such as culture shock, and be prepared for it. Students will also preview courses to take in New Zealand.	Omnibus, Intensive
		Social Science	Geopolitics is the study of international political behavior including conflictions between nations or regions through geographical variables from ancient times to the present. Through geopolitics, students will think about a human society and governance structure. In addition to learning the concepts of geopolitics, students will focus on the direction of modern society by overlooking the changes of the world through basic theories of geopolitics. Students will also have discussions with their classmates, cultivate a deep understanding of the world, grasp the issues of human society precisely, and acquire the habit of continuing to learn about society in future by themselves.	
		Humanities	There are diverse values in modern society, which may cause conflicts and explode into international problems. In many cases, however, there are mutual disrespects of myths or religions that ethnic groups have. Students will grasp the outline of the world's major religions and myths and compare them with those in Japan so that they understand the characteristics of Japan correctly. Through this study, students will deepen their understanding of different cultures, generate awareness as a Japanese person, and acquire a basic ability to contribute to society as an international person.	
		Psychology	Students will learn the outline of psychology, acquire the fundamental viewpoint to understand the functions of human mind and the skill to apply psychology. In addition to human information processing such as sensation, perception, memory, cognition, learning, and thought, students will learn the basics of feelings and the relationship between individuals and society. Students will also comprehensively learn the basics of psychological history and research methods such as the method to grasp "mind" in psychology and the method to conduct scientific researches.	
		Global Life and Culture	Students will deepen their interests in a wide variety of cultural elements, such as lifestyles, clothing, food, housing, customs, play and work, nature and historic sites in New Zealand. While being aware of the fun and difficulties of cross-cultural understanding, students will actively engage with diverse people in order to develop an attitude of learning and a fulfilling life. Furthermore, students will cultivate their abilities to explore and response to diverse values and ideas through interaction with others who have different cultural backgrounds from their own. In addition, this course focuses on cultivating students' perspectives for understanding their culture relative to other cultures and improving their ability to express themselves in a way that demonstrates self-respect and respect for other people.	
	Natural Science	PreCalculus A	This course focuses on learning the basic analytical field and the requirements for functional analysis, particularly being able to calculate numbers and formulas, and solve equations and inequalities. For quadratic functions, we aim to understand the properties and solve problems by drawing graphs. By acquiring these skills, we aim to build the foundation of scientific thinking and knowledge necessary for learning the contents of differentiation, integration, science and engineering.	
		PreCalculus B	This course focuses on learning the basic analytical field and the requirements for functional analysis, particularly calculating polynomial division, fractional expression, and imaginary numbers, using polynomial remainder theorem and factor theorem, understanding the properties and calculation rules of exponential function and logarithmic function and using them to draw graphs. By acquiring these skills, we aim to build the foundation of scientific thinking and knowledge necessary for learning the contents of differentiation, integration, science and engineering.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Natural Science	Calculus A	This course focuses on learning the advanced analytical field and the requirements for detailed functional analysis. In particular, this course emphasizes the understanding of the characteristics of radian system and trigonometric functions, and graphs drawing for them. Students will aim to calculate differential functions including entire functions, trigonometric functions, exponential functions, and logarithmic functions. Students will also learn functions and limitations. By acquiring the knowledge and skills mentioned above, students will be able to link these topics with science and engineering and further build their foundation of scientific thinking and knowledge necessary for learning the contents of constructive mathematics.	
		Calculus B	This course focuses on learning the advanced analytical field and the requirements for detailed functional analysis. In particular, this course emphasizes calculus calculations of entire functions, trigonometric functions, exponential functions, and logarithmic functions, as well as calculations of local maximum/local minimum, maximum/minimum, graph drawing, dimension, and volume of solid revolution. By acquiring the knowledge and skills mentioned above, students will be able to link these topics with science and engineering and further build their foundation of scientific thinking and knowledge necessary for learning the contents of constructive mathematics.	
		Fundamental Mathematics A	In this course, students will mainly learn fundamental non-analytical fields and the contents required to understand spatial structures and figures. Students will aim to understand the set notation and its nature, the nature of figure, and the relationship between figures and equations. Students will also learn number of cases and probability, and aim to be able to calculate them. By acquiring the knowledge and skills mentioned above, students will aim to build the foundation of scientific thinking and knowledge that are necessary for learning algebra, geometry, science, and engineering.	
		Fundamental Mathematics B	In this course, students will mainly learn fundamental non-analytical fields and the contents required to understand spatial structures and figures. Specifically, students will learn the nature of trigonometric ratio and the various usage of trigonometric ratio such as sine formula and cosine formula, and aim to be able to calculate them. Furthermore, students will aim to understand the characteristics of the radian system and trigonometric functions, to be able to draw graphs of trigonometric functions, and to solve problems by using the additive theorem. By acquiring the knowledge and skills mentioned above, students will build the foundation of scientific thinking and knowledge required to learn algebra, geometry, science, and engineering.	
		Algebra and Geometry A	This course focuses on learning advanced non-analytical systems and detailed content related to space structure and figures. Specifically, students will learn how to understand and calculate the properties of a matrix, and to obtain the solution of simultaneous equations using inverse matrix and apply it to figures using linear transformation.	
		Algebra and Geometry B	This course focuses on the basic analytical field. Students will acquire knowledge relating to space structure and figures, specifically understanding the nature of a sequence and finding its general term, understanding a matrix and applying it to a figure using linear transformation, understanding the properties of quadratic curves and their equations, and being able to show them in diagrams using polar coordinates/parameters.	
		Mathematical Statistics	Contingency in nature is mathematically expressed using probability. Data obtained from observations and experiments are first interpreted and processed using the concept of probability to perform estimation and verification for practical use. In this course, students will acquire statistical knowledge, concepts and skills necessary for dealing with phenomena that are influenced by contingency in the science and engineering fields. Through this learning, students will cultivate a skill to statistically analyze and process various data in nature, society, and industry, and to utilize it actively in the science and engineering fields.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Natural Science	Physics IA	Physics cultivates the ability to systematically and logically consider phenomena that are important to learning natural science and engineering, and provides a basic view and idea for clarifying scientific phenomena. In addition, collaborating with others through experiments improves our communication skills, and devising equipment and experiment procedures enables us to gain new knowledge technology. In this course, students will be able to deepen their knowledge about force and movement in order to learn the dynamics that underlies all the physics. Students will also learn the basic of mathematical processing.	
		Physics IB	Physics cultivates the ability to systematically and logically consider phenomena that are important to learning natural science and engineering, and provides a basic view and idea for clarifying scientific phenomena. In this course, students will be able to further develop the forces and motions learned in Physics IA and understand the laws that link forces and motions through reasonable thoughts and experiments. In addition, students can understand complicated motions with the concept of mechanical energy. By understanding the above matters, students can connect the laws with phenomena such as heat and electricity as well.	
		Physics IIA	Learning physics cultivates the ability to systematically and logically consider phenomena that are important to learning natural science and engineering through lectures and experiments, and provides a basic view and idea for clarifying scientific phenomena. In this course, supported by the energy topics covered in Physics I, students can understand the results of various experiments about the phenomena of heat, gas, wave motion, sound, and light by using the model based on dynamics learned in the first year.	
		Physics IIB	Learning physics cultivates the ability to systematically and logically consider phenomena that are important to learning natural science and engineering through lectures and experiments, and provides a basic view and idea for clarifying scientific phenomena. This course focuses on energy, and students can understand phenomena of electricity and magnetism through various experiments by using the model based on dynamics learned in the first year. Students will also learn nuclear physics and atomic energy.	
		Chemistry IA	Learning Chemistry is essential for students of science and technology. This is because Chemistry overlaps with all of the other sciences, chemical methods are used in research by biologists, physicists, environmental scientists and engineers. In this course, students will learn about materials and energy from both the macro and micro viewpoints. By acquiring scientific thinking relating to nature and industry, we can better understand what is happening in the real world.	
		Chemistry IB	Learning Chemistry is essential for students of science and technology. This is because Chemistry overlaps with all of the other sciences, chemical methods are used in research by biologists, physicists, environmental scientists and engineers. In this course, students will develop their understanding of materials and energy from the micro viewpoint, understand the atomic structure as a unit constituting a substance, and understand the mechanism of chemical bonding and interaction. It will be possible to understand the characteristics of compounds present in various societies.	
		Chemistry IIA	Learning Chemistry is essential for students of science and technology because Chemistry overlaps with all of the other sciences. In this course, students will study moles as a method of quantifying substances, then they will be able to explain the quantitative relationships in various types of chemical reactions and understand the process of creating reactants. Students will also be able to explain the state of matter, solution theory, and chemical reaction theory by using the theory of motion of the particles making up the substance.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Natural Science	Chemistry IIB	Learning Chemistry is essential for students of science and technology because Chemistry overlaps with all of the other sciences. In this course, students will learn more about classifying types of chemical reactions and will learn about the application of neutralization reactions related to acids, bases, salts, oxidation reduction and electrochemistry. Additionally, we will learn about the physical and chemical properties of organic compounds which make up the majority of compounds such as materials, foods and chemicals. Learning these things helps to create new chemical substances.	
		Biology IA	Biology scientifically clarifies organisms and life phenomena, and is the basis of bioengineering. By learning its relationship with everyday life and society, students will understand the power of nature in Hakusan, and have opportunities to use it. In this course, students will aim to understand the following through experiments and observations: the functions of the cell, which is the basic unit of an organism, and the basics of various phenomena that maintain biological activities, as well as reproduction, genes and protein synthesis which are related to the continuity of life.	
		Biology IB	Biology scientifically clarifies organisms and life phenomena, and is the basis of bioengineering. By learning its relationship with everyday life and society, students will understand the power of nature in Hakusan, and have opportunities to use it. In this course, students will aim to understand the following through experiments and observations: the functions of the cell, which is the basic unit of an organism, and the basics of various phenomena that maintain biological activities, as well as reproduction, genes and protein synthesis which are related to the continuity of life.	
		Biology IIA	Biology scientifically clarifies organisms and life phenomena, and is the basis of bioengineering. By learning its relationship with everyday life and society, students will understand the power of nature in Hakusan, and have opportunities to use it. In this course, students will learn about digestion and absorption as functions to live, the circulatory system including blood vessels, blood and the heart, the respiratory system as well as others to understand body systems of various animals including human beings. This course will also introduce diseases of the visceral system known as modern diseases such as hypertension.	
		Biology IIB	Biology scientifically clarifies organisms and life phenomena, and is the basis of bioengineering. By learning its relationship with everyday life and society, students will understand the power of nature in Hakusan, and have opportunities to use it. In this course, students will learn about microorganisms and viruses, fungi, plants, invertebrates, chordates, and the system of classification of organisms known as taxonomy in order to understand human beings as but one of the species in our surrounding world. In addition, this course will deal with the biological environment in Hakusan so that students will be able to find issues in Hakusan, such as use of biological resources and how coexistence is possible with other groups of organisms.	
	Second Language	English Reading and Writing IA	The goal of this class is to help students understand STEM classes taught in English, as well as to improve their general reading and writing skills. In the reading class, after getting used to sentence structure, students start to read a passage from the length of one paragraph and increase the length of a passage. Students will be able to guess the content of a passage from a title and/or an illustration, and acquire skimming and scanning skills needed to identify the main idea and specific details from a passage. In the writing class, students will be able to write a summary of what they learned in a reading or STEM class at the sentence level. Also they will acquire the elements of English grammar which are needed to understand the passage.	
		English Reading and Writing IB	The goal of this class is to help students understand STEM classes taught in English, as well as to improve their general reading and writing skills. In the reading class, students will practice to increase their skimming and scanning skills. In the writing class, students will be able to write a summary of what they learned in a reading or STEM class at the 100 words in a paragraph. They will acquire the elements of English grammar and vocabulary, which are needed to understand the passage. Also they will learn to recognize their own role and actively contribute the class through pair or group work.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Second Language	English Reading and Writing IIA	This course will aim to not only improve overall reading and writing skills, but also help students' understanding of mathematics and science courses taught in English. For reading, students will deepen their understanding of various ways of thinking using critical reading in order to not only understand contents but also to understand various cultures and values. For writing, students will be able to express the matters learned in reading, mathematics, and science courses, using 100 to 150 characters. In addition, students will learn grammar and words required to understand passages. In particular, this course will focus on word origin.	
		English Reading and Writing IIB	This course will aim to not only improve overall reading and writing skills, but also help students' understanding of mathematics and science courses taught in English. For reading, while developing critical reading for understanding various cultures and values, students will be able to have their own opinions from a wide perspective. For writing, students will be able to express the matters learned in reading, mathematics, and science courses, using 150 to 200 characters. For words, students will continue to not only focus on word origin, but also the difference in word meaning between one used in mathematics and science and one used in general.	
		English Listening and Speaking IA	Students will develop the oral communication abilities needed to learn effectively in their Math and Science classes taught in English, as well as to be able to function socially in an English speaking environment. Upon completion of this class, students will be able to talk about things they like or dislike, their hobbies and to describe people, things, events and places using a variety of study skills/techniques such as note taking, research, asking questions in class. Also students will improve their understanding of topics and vocabulary used in their classes.	
		English Listening and Speaking IB	Students will develop the oral communication abilities needed to learn effectively in their Math and Science classes taught in English, as well as to be able to function socially in an English speaking environment. Students will be able to discuss issues, express opinions, give and ask for advice, report past and present events, predict future events, and respond to prompts. Also students will improve their understanding of topics and vocabulary used in their classes.	
		English Listening and Speaking IIA	Students will develop the oral communication abilities needed to learn effectively in their Math and Science classes taught in English, as well as to be able to function socially in an English speaking environment. Students will be able to use techniques such as skimming and scanning, complete a variety of group and individual tasks, make appropriate small talk, talk persuasively, negotiate effectively, and give informed feedback.	
		English Listening and Speaking IIB	Students will develop the oral communication abilities needed to learn effectively in their Math and Science classes taught in English, as well as to be able to function socially in an English speaking environment. Students will be able to prepare and make a survey, gather data via survey, analyze the data in order to make an effective presentation based on the data. Also they will be able to write a resume and understand what makes a good and bad interview.	
		Bridge English	This course emphasizes the fundamental English language to support all the science courses conducted in English in the 1st and 2nd year. The main purpose of it is for students to succeed in the content courses as they learn how to address the challenges such as scientific terminologies, special expressions, or difficult concepts. In addition to the language support, students will be able to improve their learning motivation to develop their background knowledge and to acquire Academic English skills.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Second Language	Japanese IA	Considering the student's current proficiency level in Japanese, this course aims to satisfy her linguistic needs in her everyday life and to improve her fluency in Japanese communication. In classes, the student will learn frequently-used daily expressions/idioms and kanji, review basic grammar, and engage in reading and writing. In addition, through several visits to local points of interest and hands-on activities, she will learn about Japanese culture and society as well as her own country and other countries, so that she can deepen her understanding of global diversity.	For international students and Japanese returnees in place of English Reading and Writing IA, English Listening and Speaking IA, and Bridge English.
		Japanese IB	In this course, the student will review the grammar rules and word usage that she has incorrectly acquired, and she will improve her four skills through the following activities with the instructor A: kanji study, speed reading training, and reading/discussion/writing work. She will also work with the instructor B using an intermediate level textbook to increase her vocabulary and knowledge in expressions and to use the polite expressions correctly. She will also engage in various activities so that she will be able to participate in conversations with native speakers, report about her experiences to SNS web sites, and obtain necessary information using internet.	For international students and Japanese returnees in place of English Reading and Writing IB and English Listening and Speaking IB.
		Japanese II	This course will aim to ask and understand questions about how things are, time, and features, to express their opinions about simple things, and to accomplish slightly complicated tasks while using expressions at the second half of the beginner level, such as passive expressions and potential forms. In addition to reading and writing Kanji used in the text book, students will understand the meaning and pronunciation of Kanji seen displayed on the campus and in daily life. Furthermore, students will continue to learn about the diversity of various cultures centering on Japan.	For international students and Japanese returnees in place of English Reading and Writing IIA and English Listening and Speaking IIA.
		Japanese Communication	This course will aim to read documents on Japanese culture and scientific technology written with vocabulary and structures at beginner to intermediate level, understand the contents and the logical structure, and explain them using simple Japanese or English. Through the study, students will learn expressions and structures at intermediate level. Furthermore, by using the sentence patterns and vocabulary they have already learned, students will tackle oral explanation and mini presentation in a standard style with speech templates, regarding the composition, structure, and work process of certain things. Students will also deepen their understanding of Japanese expressions frequently used in mathematics, science, and IT subjects.	For international students and Japanese returnees in place of English Reading and Writing IIB and English Listening and Speaking IIB.
		Functional English	Students will develop skills necessary for smooth functioning in NZ life and classes. Students will learn to speak fluently and communicate independently and effectively in everyday situations. They will be able to function effectively in an intercultural environment, and understand and express opinions and ideas in familiar and some unfamiliar contexts. They will learn to work in teams to communicate, negotiate and develop ideas and cooperate in multicultural team projects.	3rd year study abroad program
		Comprehensive English IA	In this course, students will read texts on various topics. They will be able to understand not only the text itself but also how academic texts are organized. Through readings they will learn people's different values and write their own ideas on each topic in English. They will be able to make their writing coherent concerning their readers and reviewing the basics of English writing. They will be able to see things from different perspectives by exchanging opinions and evaluating their peers' work. Students will be taught to be autonomous learners, taking charge of increasing their own academic vocabulary.	
		Comprehensive English IB	This course uses textbooks based on actual TED Talks and teaches students the skills to summarize their thoughts on a topic and explain them logically to others, while also incorporating various values. Students will also listen to TED Talks while focusing on important vocabulary and expressions from the presentations. Everyone will have the opportunity to give presentations. Students will also understand and practice the rules of debate on a given topic.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Second Language	Comprehensive English IIA	In English IIA as well as English IA, students will read relatively easy academic texts on various topics. They will be able to understand not only the text itself but also people's different values and the way to see things from different perspectives. As an individual or a group, students will have chances to summarize their ideas and present them. They will be able to acquire research competence, develop empathy by listening to others' opinions, and summarize their own ideas in a logical manner. Students will be taught to be autonomous learners, taking charge of increasing their own academic vocabulary.	
		Comprehensive English IIB	This course is to improve students' presentation skills based on the ones acquired in the previous year's "Comprehensive English IB". With mastering vocabulary in the textbook and continued listening practice of TED Talks, students will learn how to explain their opinions logically reflecting their own identities. They will also learn presentation skills that can be delivered efficiently to the audience. Students will also have opportunities to hold debates so they should learn the rules of the debates and how to proceed them.	
		Overseas English Program	In the summer vacation of their second year, students are able to experience one month's English training at St. Michael's College in Vermont, USA. While at SMC, students will have opportunities not only to strengthen the four core skills (reading, writing, listening and speaking) but also to interact with people who have different knowledge, culture, values and language through daily exchanges with American students. Through this experience, students will be able to understand diverse values and establish their own ideas.	Intensive
		Technical English (Engineering Communication)	Students will develop technical skills to enable them to function in technical subject classes and projects in a NZ context. Students will develop skills to locate, organise and summarise ideas from texts, and to synthesize and evaluate ideas and present coherent and evidence-supported conclusions. They will be able to comprehend technical information presented in oral or written form, and carry out technical instructions accurately. They will learn to present technical information to an audience in appropriate written and oral formats.	3rd year study abroad program
		Technical Communication	Students will develop the communication and professional skills needed for the engineering/technical workplace. The course will be organized around the central theme of giving a presentation to an international audience about a Japanese company. Upon completion of this class, students will be able to be aware of intercultural workplace differences, research industries/companies, write memos and reports and make an effective presentation.	
	Health and Physical Education/Others	Health and Physical Education IA	It will begin with an overview as how to use the gym to keep fit, and then group activities to facilitate group bonding. This course will then move onto developing sports skills – primarily bouldering, and also badminton, Volleyball, and Indiaca. Before culminating with a hike up Mt Hakusan (weather dependent).	
		Health and Physical Education IB	This course will focus on physical training; both with weighted machines and endurance training. Then we will use the sports we played earlier in the year, but instead of focusing on how the sports skills transfer between sports, we will look into how they develop with discipline and practice. Also developing the communication skills in those sports.	
		Health and Physical Education IIA	From the viewpoint of lifelong sports, we set the following three goals: 1. Maintaining and promoting health and improving physical fitness 2. Improving "communication skills" required in contemporary society through sports practice 3. Acquiring "leadership" required in global society through sports practice While taking advantage of rich nature in Hakusan area, we will perform the following in order to achieve these goals: (1) fitness measurement, (2) new sports (soft volleyball), (3) bouldering, (4) cross-country skiing	

Course		Course Name	Course Overview	Remarks
General Education Courses	Health and Physical Education/Others	Health and Physical Education IIB	From the viewpoint of lifelong sports, we set the following three goals: 1. Maintaining and promoting health and improving physical fitness 2. Improving "communication skills" required in contemporary society through sports practice 3. Acquiring "leadership" required in global society through sports practice While taking advantage of rich nature in Hakusan area, we will perform the following in order to achieve these goals: (1) fitness measurement, (2) new sports (soft volleyball, indiaca), (3) bouldering, (4) cross-country skiing	
		Health and Physical Education IIIA	For lifelong sports, students will aim to understand the rules of popular sports and be able to play them. We will perform the following in order to achieve the goal: 1. Practicing the basic skills of softball (catch, batting, pitching, close teamwork) 2. Explaining the rules of softball 3. Playing softball games 4. Practicing the basic skills of tennis (stroke, serve, volley, smash)	
		Health and Physical Education IIIB	For lifelong sports, students will aim to understand the rules of popular sports and be able to play them. We will perform the following in order to achieve the goal: 1. Practicing serves, smashes, and volleys in tennis 2. Explaining the rules of tennis 3. Playing doubles in tennis 4. Playing league games of tennis 5. Explaining the rules of badminton 6. Playing badminton games 7. Playing league games of badminton	
		Visual Arts I	This course focuses on exposing students to arts, crafts, and designs, deepening their knowledge of art, enhancing sensitivity, and cultivating creativity and expressiveness through artistic activities. New awareness acquired through hands on experience provides further creativity and deepens thinking. Students will aim to be able to present things in creative and well-balanced way by observing and combining objects from various points of view. Students will learn how to bring their ideas into shape using two-dimensional or three-dimensional visual expression techniques.	
		Visual Arts II	Through artwork, students will cultivate their observational ability and insight by deepening their understanding of artistic creation from author's intention, motivation, and production process. After that, students will become expressionists themselves and develop their logical thinking skills while trying to verbalize their expressions. Students will aim to visualize expressions and obtain sophisticated results harmonized with theory and sensitivity. This course will cultivate awareness and ability to bring out students' creativity in order to have a broad perspective as an engineer, bring out their creativity, and answer their own questions.	
		Performing Arts I	Engineers need to create original products using the knowledge and skills of mathematics, science, and engineering. Expression is indispensable for presentations to society and people. In this course, students will acquire the skills of expression required for innovators. In order to cultivate skills of expression, students will practice various techniques such as vocalization, respiration method, posture, mime, way of speaking, dialog practice, acting, dancing, and so on. Through practice, students will become familiar with art such as music, theater, and dance. When talking and acting in front of people, we may make mistakes. By learning from these mistakes, we can learn to enjoy challenges and find the key to success.	

Course		Course Name	Course Overview	Remarks
General Education Courses	Health and Physical Education/Others	Performing Arts II	In this course, students will further experience the basics of various expressions learned in Performing Arts I. Students will learn how important skills of expression are, and their various forms by observing how skills of expression are used in the artistic world such as music, theater, and dance. As with Performing Arts I, students will study various techniques such as vocalization, respiration method, posture, mime, way of speaking, dialog practice, acting, dancing, and so on. At the end of each class, students will give a simple performance. By making an effort and continuing to try, students will acquire skills of expression in order to touch people emotionally and improve their techniques.	
Specialized Courses	Co - creation (Common to all focus students)	Engineering Design IA	To tackle complex global issues, such as famine, environmental problems, population explosion, skills and knowledge to create new values to realize are essential as a global innovator. In this class, the students will work on project-based learning activities for finding problems and creating solutions, themed to solve issues in their daily life and environment. The student groups will go through the process from defining problems to creating new ideas in order to solve the problem, while practicing the methods in these steps. They will also learn the basic knowledge and methods to make quick prototypes of their ideas as well. Making ideas into shapes and sharing them with others, the students will enjoy the values of creation, making and sharing.	
		Engineering Design IB	Proper production process needs to be practiced to realize ideas. In this class students learn project management methods while making robots using biomimetic concepts. After understanding quality, cost, and meeting delivery times, students will experience the engineering design process: generate ideas, develop specifications, receive design reviews, make prototypes, evaluate, make, based on requirements. Through this process, students will have an overview of programming for robot controls and latest biomimetics.	
		Engineering Design IIA	In this course, students will practice with a problem-solving project, creating locally appropriate solutions and values themed under the societal, natural, or industrial environments of Hakusanroku area. Through a project, the students will learn the approaches to project planning, research, idea generation, proposing locally appropriate solutions utilizing its local ideas and resources, and prototyping. Facing wide range of challenges in the local society, the students will also cultivate abilities to find real problems with deeper insights and develop communication skills to propose appropriate solutions to communities.	
		Engineering Design IIB	In this course, the students will continue their regional problem-solving projects from Engineering Design 2B, and they will learn the approaches to evaluate the effectiveness of solutions, solution iteration, and sustainable implementation. Through the use of projects, the students will develop their practical skills to implement the locally appropriate solutions. The students will also cultivate a sense of ethics as a part of a local community and autonomy by reflecting on own involvement with the locals and on own actions to take.	
		Engineering Design III (Engineering Project)	Through capstone projects, this course proves that students comprehensively understand technical and engineering knowledge. Students will create a design outline in the field they choose while discussing regularly with teachers and among students. According to the outline, they will proceed with the production and create the system. Students will make a prototype, a computer model, and a computer system as well as create a briefing paper on the purpose and process of the production. They will present the results of the project to students, teachers or companies in English, using a variety of presentation techniques.	3rd year study abroad program

Course		Course Name	Course Overview	Remarks
Specialized Courses	Co - creation (Common to all focus students)	Engineering Design IV A	In order to develop technologies or products that challenge unknown world, it is necessary to understand the current event and trends of the world without having prejudice. In this course, we will deepen our understanding of local society and industrial fields, conduct collaborative work demonstrating basic engineering knowledge and skills with engineers of different specialized fields, and see what is necessary for society with a broader perspective to propose solutions. Through this activity, we will cultivate analytical, conceptual, and communication skills to understand the essence of the issues to be addressed and devise creative and devise creative solving methods to create value.	
		Engineering Design IV B	In order to develop technologies or products that challenge unknown world, it is necessary to understand the current event and trends of the world without having prejudice. In this course, we will utilize the idea proposed by Engineering Design IV A and challenge realistic problem-solving subjectively in cooperation with engineers in different specialized fields. Through this activity, we will cultivate analytical, conceptual, and communication skills to understand the essence of the issues to be addressed and devise creative and devise creative solving methods to create value.	
		Engineering Design V A	Students have learned various knowledge and skills so far. In this lesson, students, while using their knowledge and skills, carry out projects while playing a role as leaders, with several students. Through this lesson, future global innovator students will improve the attitude to continue to challenge new value creation and the ability to shape "MONO" and "KOTO".	
		Engineering Design V B	In this course, we will develop the contents of the work done by Engineering Design VA. Through analysis, experiments, considerations, and presentations, students learn from problem discovery and solving process and method while practicing. Students will make a logical presentation of their achievements and report them as articles so that they can gain sympathy for people. Through these subjective activities, we exercise practical knowledge and skills acquired in previous engineering designs, constantly trying to create new value even in the unpredictable future, and establish a posture to continue learning.	
		Engineering Context IA	Global innovators need to understand the situation and background of users, judge and predict what kind of services are required, and provide the services in an appropriate manner. In this course, students will learn various literacies and ethical code of conduct that are important for engineers while focusing on influence on society with nature and technology, etc. Also students will learn communication skills that promote others' understanding when exchanging opinions and presenting contents understood through learning and experiences.	
		Engineering Context IB	In order for our students to become innovators, we need the ability to gain insight into the essence of the problem, to propose and implement appropriate solutions to it. Therefore, in this subject, understanding the technical circumstances surrounding us today and their problems with the theme of energy and power generation to familiarize the students with engineering literacy. Through the production of wind power generator, students experience prototyping method and mechanism of wind power generation. Also students will learn how to think logically, to discuss, to investigate using literature and web resources in order to summarize the data and express it as a scientific report.	
		Engineering Context IIA	In this course, in order to for our students to become future global innovator with a good foundation of their technical course work. With and understanding of domestic and international engineering standards and practice, working in groups with different roles while learning project management skills. Leaning how to work in a team and have tools to smoothly monitor and reach set goals. Applying the knowledge and technical skills with in the Hakusan community to tackle projects and from the natural environment around the school, the community, and industry.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Co - creation (Common to all focus students)	Engineering Context IIB	For students to become global innovators, they will need to cover a wide range of topics such as understanding different domestic and international environments, opportunity cost (trade-offs) and global strategies. In this course, students will learn how businesses impact society and nature. Students will also explore how business ethics affect the decision-making process and the role an engineer plays in helping to shape them. Students will learn through case studies of real world companies on how they affect society, nature and their respective industry. In addition, students will also understand the importance of Intellectual Property (IP) as it applies to businesses and to the engineers that create them.	
		Basic Engineering Skills (Introduction to Engineering Practice)	This course will introduce students to the concepts of integrated Project Based Learning (PBL). Students will review existing knowledge of Engineering Mathematics and physical Science, and learn to apply concepts from engineering maths and physics in CAD, 3-Dimensional modelling and Engineering Practice projects. Throughout this project work, students will operate in team-based situations and will learn the concepts of determining team roles, effective team work and team presentation. The teams will be given guidance and expected to present the outcomes of their project work to a review panel utilising both oral presentation and technical English language reporting skills.	3rd year study abroad program
		Internship I	In this course, you will gain experience with companies in or outside Ishikawa or overseas, doing work related to your studies and/or future career. You will develop your own understanding of job hunting and think about your career plan and vocational aptitude. During your internship, you will experience things that you cannot in school, such as advanced technology, which will lead you to improve your engineering knowledge. You will also discover why you are learning engineering and the ethics of engineering. Additionally, in order to gain human skills and be an engineer who can contribute to society, you will gain and improve autonomy and responsibility.	Intensive
		Internship II	Continuing from Internship I, you will gain work experience with companies in or outside Ishikawa or overseas, doing work related to your studies and/or future career. You will deal with more advanced technology and gain more specific knowledge, further understand why you are learning engineering and the ethics of engineering. You will continue to develop manners of members of society, autonomy and responsibility, in order to contribute to society as a leader.	Intensive
		Entrepreneurship	Through lectures by entrepreneurs who are active in their fields in and outside Japan and discussions among the students, the students will understand the nature of entrepreneurs who play important roles to make innovation happen. Also, the students will have better understanding the hurdle to take challenges they might face when they go into the workforce, as well as nurturing a sense of contribution to the society utilizing their own characteristics and strength.	
	IT Literacy (Common to all focus students)	Computer Skills IA	In modern days, computers are used everywhere, and skills to use computers are essential for all engineers. In this course, students will acquire the skills of creating spreadsheets, texts, and slides using Microsoft Office as basic computer skills. In spreadsheet, learn about handling data from basic statistics and probability. Also, learn about modeling and image processing methods that are important for digital fabrication.	
		Computer Skills IB	Innovative ideas and personal talents must be communicated to the world in order to be effective. The Internet has made this possible for anybody to do with the ease in which a person can create their own webpages. This class will guide students towards the ultimate goal of launching a personal portfolio website that showcases their projects and creations. Students will design their own original website and organize its contents with materials from projects and assignments. This will allow students to visualize the outcomes of their courses and express themselves through how they choose to represent their own growth and learning.	
		Computer Skills IIA	Computational thinking is not limited to information technology engineers—it is essential for breaking down problems and devising flexible solutions in all fields of engineering. In this course, students will gain experience with computational thinking from a programming perspective while learning how computer programs process tasks. In particular, students will use the basic concepts of algorithms such as linear progression, repetition and parameterization to model and execute solutions for programming problems.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	IT Literacy (Common to all focus students)	Computer Skills IIB	This course will focus on the applied skills of computational thinking. Students will learn general algorithms and understand how they apply to actual programming. In addition, students will acquire an ability to find patterns of problems and select an appropriate algorithm and to change complicated problems to solvable models by resolving and abstracting them. For this purpose, students will learn how to use tools for performing simple modeling with modeling languages and expressing those models as figures.	
	Electric and Electronic Engineering Focus Students	Electric Circuits I (Electrical and Electronics Principles 1)	To enable students to understand general electrical and power circuit theory principles and skills. In this course students will apply the fundamental principles of DC theory, AC theory, and basic three phase theory. They will learn to operate and apply the use of electrical measuring equipment.	3rd year study abroad program
		Electronic Engineering (Electrical and Electronic Principles 2)	To enable students to understand general electronics and the basic building blocks of electronics as required for further study. In this course students will learn to explain basic electromagnetism, magnetic circuits' induction and inductance, apply AC circuit theory to resonant and power applications, perform simple sequential logic calculations, design simple transistor circuits and simple regulated power supplies, and use electrical measuring equipment.	3rd year study abroad program
		Electrical Power Engineering (Elements of Power Engineering)	Understanding of general three-phase circuit theory principles, ELV earthing and protection systems. The student will learn the basics of 1) Calculation of current, voltage and phase of 3 and 4 wire Y and Δ connection, 2) Analysis and calculation method of single phase and three phase circuit power, 3) Balanced and unbalanced circuit Calculation of single phase and three phase circuit 4) analysis and calculation of active power, reactive power and apparent power of single phase and three phase circuit, 5) protection of power line by ELV earthing and grounding method. In addition, students who take this course will be able to understand basic technology of AC power transmission, learning and application of three-phase AC circuit theory.	3rd year study abroad program
		Mathematical Engineering (Engineering Mathematics)	To enable students to gain an understanding of general mathematical principles and equip them with appropriate engineering mathematical skills to solve engineering problems. In this course students will analyse graphs, manipulate and solve algebraic expressions and equations, manipulate and apply complex numbers, use matrices to solve problems, apply differentiation and integration mathematical techniques to solve engineering problems and derive and solve differential equations.	3rd year study abroad program
		Basic Computer Engineering (Engineering Computing)	To enable students to develop an understanding of computing principles and their use in engineering practice. Students will learn to solve engineering problems using an engineering maths and analysis package, develop a program to a specification by devising, coding and testing an algorithm to solve a specified problem, use software packages, including spreadsheets, database and discipline specific software to produce engineering solutions.	3rd year study abroad program
		Basic Programming (Programming1)	To introduce students to the concepts of systems design and programming fundamentals. Students will learn to use basic programming constructs, understand and utilize simple data structures, develop sound programming practice, use one logic depiction method and apply it to appropriate simple tasks, implement depicted tasks in a programming language, understand and appropriately implement routines as functions and as procedures and apply common methods to access files within an application.	3rd year study abroad program
		Introduction to Networks (Introduction to Networks)	To introduce students to fundamental networking concepts and technologies. To cover the basics of network theory and skills needed to implement a simple network. Students will learn to use network protocol models to explain the layers of communications in data networks, design, calculate, and apply subnet masks and addresses, build a simple Ethernet network using routers and switches, employ basic cabling and network designs to connect devices, perform basic router and switch configuration and verification, analyse the operations and features of the transport and network layer protocols and services.	3rd year study abroad program

Course		Course Name	Course Overview	Remarks
Specialized Courses	Electric and Electronic Engineering Focus Students	Applied Mathematics IA	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, homogeneous and nonhomogeneous linear differential equations, and applications of them to real life problems such as equations of motion and equations which often appear in science. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IB	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, being able to calculate partial differentials, double integration, and applying them to locate local maximum and minimum and finding the volume of a three-dimensional shape. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIA	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, the calculation of a matrix, solving of simultaneous equations by using the determinant, linear transformations and diagonalization by using eigenvalue. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIB	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, being able to calculate the dot product, cross product, gradient, divergence and rotation of a vector, and understanding how to apply the derivative of a vector function. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Engineering Mathematics	Learn the mathematics required for engineering. In particular, it aims to learn what is required for control engineering. Its contents are complex number and complex space and its properties, Laplace transform and solving differential equations using it, Fourier series and Fourier transform. Use these contents to further deepen understanding of special subjects of other engineering fields. Then, we aim to nurture the attitude to utilize the obtained knowledge subjectively.	
		Applied Physics IA	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	
		Applied Physics IB	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Electric and Electronic Engineering Focus Students	Applied Physics IIA	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with wave, sound and light.	
		Applied Physics IIB	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with real phenomenon as kinetics.	
		Applied Chemistry IA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IA, I learn the physicochemical basics based on what I learned so far. I am in this way connected for application to chemical engineering by understanding methods to treat essence of the chemical bond judging from the viewpoint of the quantum theory, thermochemical way of thinking and usage, a method to treat a chemical reaction quantitatively, a battery, electrolysis quantitatively.	
		Applied Chemistry IB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IB, I learn inorganic chemistry based on what I learned so far. I can understand an elemental property, inorganic compound as a clue in a periodic table systematically and can in this way explain a characteristic and the application of the metal materials and nonmetallic material. In addition, I take it up about the organic metal complex working important as a living body material.	
		Applied Chemistry IIA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIA, I learn it about the basics of organic chemistry. The organic compound has few elemental numbers to constitute, but there are a great many kinds. By this subject, I understand a classification, glossology, the property of the organic compound, reactions mainly on a hydrocarbon as the basics of organic chemistry and come to be able to predict the organic composition.	
		Applied Chemistry IIB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIB, I learn it about the basics of organic chemistry secondary to IIA. By this subject, I understand a classification, glossology, the property of the organic compound including oxygen, reactions and come to be able to predict the organic composition. Furthermore, I learn it about carbohydrates, an amino acid, protein, the lipid which play an important role in life activity.	
		Electric Circuits IIA	In this course students will study about discrete and linear integrated electronic circuits. Topics such as oscillators and monostable, astable and bistable multivibrators; small-signal and power applications; digital-to-analog and analog-to-digital conversion techniques; phase locked loops; motors and generators will be covered. With hands on laboratory experience with prototyping and computer simulation and analysis.	
		Electric Circuits IIB	In this course, students will learn steady state of the electric circuit. We set the following three goals: 1. Calculation of the maximum power, 2. Calculation of the mutual inductance circuit, 3. Calculation of the two ports circuit.	
		Transient Phenomena	In this course, students will learn transient phenomena of the electric circuit. We set the following two goals: 1. Electric circuit equation using the Differential equation, 2. Electric circuit equation using the Laplace transform.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Electric and Electronic Engineering Focus Students	Basic Electronic Circuits	Studying electronic circuit theory is very important for electrical engineers. In this course, the students will first learn the fundamentals of analog circuits using discreet components such as diodes, and transistors. Next, they will learn about the concepts and design methods for creating basic amplifier analog circuits with the use of BJT's (bipolar junction transistors). Additionally, they will learn the principles of FET (field effect transistors) and op-amp (operational amplifiers) specific circuits. Also they will study logic circuits which is the basis of digital circuitry.	
		Electronic Circuits	Studying electronic circuit theory is very important for electrical engineers and researchers. In this course the students will be taught Boolean algebra, and the basics required to understand how logic circuits operate. Then the students will learn about combining the basic components such as AND gates, OR gates, and inverters to create sequential circuits such as flip-flops, counters, and more complex circuits like A/D (analog to digital) converters. Furthermore, the students will develop the ability to explain the operations and principles behind these sequential circuits.	
		Electromagnetics A	This course will aim to teach electrical properties and electromagnetic properties, which are the fundamentals in learning electrical engineering. By expressing an electric or a magnetic physical phenomenon mathematically and understanding the concept, students will be able to calculate a question quantitatively. There are fundamental laws to an electric charge, electric field, electric potential, and capacitance, defined by Coulomb's law, Gauss's law, and a theory of capacitance in an electrostatic field. Students need to understand the laws in order to acquire an academic ability to understand "Electromagnetics B". Students will also learn the mathematics required in the field of electromagnetics in this course. Through this course, students aim to acquire the ability of scientific thinking and cultivate an attitude of continuous learning.	
		Electromagnetics B	As with "Electromagnetics A", this course will aim to teach electrical properties and electromagnetic properties, which are the fundamentals in learning electrical engineering. By expressing an electric or a magnetic physical phenomenon mathematically and understanding the concept, students will be able to calculate a question quantitatively. Students will understand an interaction between an electric field and a magnetic field (such as Ampere's law and the law of electromagnetic induction) using a mathematical method of vector analysis and differential and integral calculus. In addition, students will understand electromagnetic waves, which is essential for the modern technique, from the perspective of electromagnetism. Through this course, students aim to acquire the ability of scientific thinking and cultivate an attitude of continuous learning.	
		Electric and Electronic Materials Engineering	Engineering material has two fields which can be used, one is by its functional-ability, and other is by its mechanical strength. The students in the course will learn functional materials, for instance, semiconductor, optical, magnetic, dielectric, metal, and so on. Functional materials can be used for various electric and electronic appliances. An advanced semiconductor can be applied to power electronics devices, and accomplish an economical power controller, for instance intelligent power modules and inverters. Optical materials can be applied as an optical fiber, a liquid crystal display, a laser and so on. High quality insulators and metals can be applied to high voltage cable. The students understand basic theory of solid state chemistry and physics, and learn materials science for electrical, electronic and optical materials.	
		Physical Electronics	The students in the course understand basic theory of quantum physics, solid state physics, physical property of dielectrics, magnetics and semiconductor. Students have to solve Schrödinger equation of a free electron, an electron orbiting a hydrogen atom, electron in a periodic potential, have to understand the physical meaning of the wave function and electrical conduction in solid based on band theory. Students also learn materials science for solids, for instance, dielectric piezoelectricity and pyroelectricity, a basic property and an application for hard and soft magnetics, an electrical property and an application of an advanced semiconductor, and so on. Later you understand basic theory of quantum chemical, and learn chemical reaction and electron orbit of inorganic and organic materials.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Electric and Electronic Engineering Focus Students	Drawing Skills in Electrical Engineering	Drawings that indicate shapes and specifications are essential to manufacturing. It is a vital skill for an electrical engineer to understand and create drawings correctly. As CAD systems have been installed in many design sites, designing and drawing with a computer have become common. In this course, students will learn the basics of drawing including the standards for drawing and usage of lines, as well as drawings of basic mechanical element and drawing circuit diagrams required for designing electric circuits and electrical equipment. Through this learning, students will acquire the skills to read and create a drawing.	
		Electrical Machinery and Electronic Applications	In this course, students will learn the electric machinery. The course focuses on the following four machines: 1. Transformer, 2. AC motor, 3. synchronous machine, 4. DC motor.	
		Electrical and Electronic Instrumentation Engineering	Knowledge about electrical and electronic measurement is necessary for electrical engineers to measure various kinds of electrical quantities (such as voltage, electric current, and resistance) with an appropriate measurement instrument. In this course, in order to understand the fundamentals of electrical and electronic measurement, students will learn the meaning and usage of measurement terminology and units as well as the composition and measurement principle of major electrical and electric equipment. First, students will learn a unit system and a measurement error as the fundamentals of measurement. Next, they will learn the principles and characteristics of an analog instrument and a digital instrument, then the basic and the applied measurement of electric quantity.	
		Computer Architecture	Hardware and software of computer work together to process information. The computer architecture defines the assignation of which processing is realized by hardware and which processing is executed by software. In this course, in order to understand how the computer processes various information, we aim to acquire basic configuration and principles of operation for the computer. And we also learn the history of the state-of-the-art computer systems from past to present, and the importance of adopting the most advanced technologies as a computer system engineer at all times.	
		Programming A	The programming is to create a program and software, and is one of the important capability needed for engineers in all fields. In this course, we learn basic concepts and syntax of programming such as variables, control statements, arrays and functions through exercises. Also, in order to acquire practical skills, we learn how to use software development tools through programming exercises. Through such exercises, we acquire the ability to properly use the standard library provided by the software development environment, and to create a basic program that appropriately combines the basic control structures.	
		Programming B	In engineering fields, computers are necessary tools for solving a large variety of problems. They are effective for many purposes such as measurement evaluation and analysis in mechanical engineering as well as control systems in electrical engineering. Engineers in every field need the ability to systematically learn and apply programming for their respective engineering domain. This course sets the programming knowledge and skills that students have acquired up to this point as a basis and aims for them to gain skills in the implementation of fundamental algorithms, data structures, and program specifications which they conceive and design themselves.	
	Mechanical Engineering Focus Students	Engineering Mechanics (Engineering Mechanics)	To enable students to gain an understanding of the fundamental principles and laws of mechanics. Students will learn to analyse basic theory and principles of forces in mechanics and their relationship to engineering applications, analyse motion, forces and motion, work and energy problems and their relationship to engineering applications. Analyse the principles of fluids.	3rd year study abroad program
		Mechanical Design (Engineering Design and Drawing)	To enable students to gain an understanding of engineering design, drawing practice and modelling in an applied context. Students will learn to describe the stages of the design process, apply the principles, standards, and techniques of design and drawing used in engineering contexts, and use models and drawings to meet given briefs and communicate outcomes of solutions.	3rd year study abroad program

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Heat Transfer Engineering (Thermodynamics and Heat Transfer)	The purpose of this course is to help students learn the thermodynamic principles, and how these principles can be applied Engineering. Students will learn how to calculate heat transfer and thermal expansion for various materials. At the end of this course, students will be able to not only discuss the characteristics and features of the thermodynamic system, but also explain the methods of energy production and environmental effects.	3rd year study abroad program
		Fluid Engineering (Fluid Mechanics)	The purpose of this course is to enable students to apply the principles of flow dynamics to hydraulic situations and scenarios. Students will also learn how hydrostatics can be applied to engineering methodologies and learn how to solve various problems associated with pipeline systems and open channel flows. At the end of this course, students will be able to explain not only the significance of the stickiness in fluid flow, but also the process of energy conversion in pumps and turbines.	3rd year study abroad program
		Mathematical Engineering (Engineering Mathematics)	To enable students to gain an understanding of general mathematical principles and equip them with appropriate engineering mathematical skills to solve engineering problems. In this course students will analyse graphs, manipulate and solve algebraic expressions and equations, manipulate and apply complex numbers, use matrices to solve problems, apply differentiation and integration mathematical techniques to solve engineering problems and derive and solve differential equations.	3rd year study abroad program
		Basic Electrical Engineering (Electrical Fundamentals)	To enable students to learn electrical and electronic theory and how these are applied to mechanical engineering systems. Students will learn to explain the electrical principles commonly required by mechanical engineers relating to DC, AC, and Safety, explain electrical and electronic components relating to amplifiers, rectifiers, transducers, DC motors, AC motors, and explain electrical and electronic control systems.	3rd year study abroad program
		Basic Computer Engineering (Engineering Computing)	To enable students to develop an understanding of computing principles and their use in engineering practice. Students will learn to solve engineering problems using an engineering maths and analysis package, develop a program to a specification by devising, coding and testing an algorithm to solve a specified problem, use software packages, including spreadsheets, database and discipline specific software to produce engineering solutions.	3rd year study abroad program
		Basic Programming (Programming1)	To introduce students to the concepts of systems design and programming fundamentals. Students will learn to use basic programming constructs, understand and utilize simple data structures, develop sound programming practice, use one logic depiction method and apply it to appropriate simple tasks, implement depicted tasks in a programming language, understand and appropriately implement routines as functions and as procedures and apply common methods to access files within an application.	3rd year study abroad program
		Applied Mathematics IA	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, homogeneous and nonhomogeneous linear differential equations, and applications of them to real life problems such as equations of motion and equations which often appear in science. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IB	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, being able to calculate partial differentials, double integration, and applying them to locate local maximum and minimum and finding the volume of a three-dimensional shape. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Applied Mathematics IIA	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, the calculation of a matrix, solving of simultaneous equations by using the determinant, linear transformations and diagonalization by using eigenvalue. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIB	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, being able to calculate the dot product, cross product, gradient, divergence and rotation of a vector, and understanding how to apply the derivative of a vector function. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Engineering Mathematics	Learn the mathematics required for engineering. In particular, it aims to learn what is required for control engineering. Its contents are complex number and complex space and its properties, Laplace transform and solving differential equations using it, Fourier series and Fourier transform. Use these contents to further deepen understanding of special subjects of other engineering fields. Then, we aim to nurture the attitude to utilize the obtained knowledge subjectively.	
		Applied Physics IA	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	
		Applied Physics IB	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	
		Applied Physics IIA	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with wave, sound and light.	
		Applied Physics IIB	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with real phenomenon as kinetics.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Applied Chemistry IA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IA, I learn the physicochemical basics based on what I learned so far. I am in this way connected for application to chemical engineering by understanding methods to treat essence of the chemical bond judging from the viewpoint of the quantum theory, thermochemical way of thinking and usage, a method to treat a chemical reaction quantitatively, a battery, electrolysis quantitatively.	
		Applied Chemistry IB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IB, I learn inorganic chemistry based on what I learned so far. I can understand an elemental property, inorganic compound as a clue in a periodic table systematically and can in this way explain a characteristic and the application of the metal materials and nonmetallic material. In addition, I take it up about the organic metal complex working important as a living body material.	
		Applied Chemistry IIA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIA, I learn it about the basics of organic chemistry. The organic compound has few elemental numbers to constitute, but there are a great many kinds. By this subject, I understand a classification, glossology, the property of the organic compound, reactions mainly on a hydrocarbon as the basics of organic chemistry and come to be able to predict the organic composition.	
		Applied Chemistry IIB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIB, I learn it about the basics of organic chemistry secondary to IIA. By this subject, I understand a classification, glossology, the property of the organic compound including oxygen, reactions and come to be able to predict the organic composition. Furthermore, I learn it about carbohydrates, an amino acid, protein, the lipid which play an important role in life activity.	
		Applied Biology I	The recent accumulation of knowledge in the field of biology, especially regarding the development of technology is remarkable. The biochemistry principles that elucidates the phenomena in organisms at the molecular level has developed greatly and has helped development of applied technology used in the medical field. In this course, students will learn about the structure, the physical and chemical characteristics of the major constituents of the cell and living organisms in addition to their functions and roles as basic knowledge for understanding biology. They will also think about how the content learned in this course is related to society (especially in local communities) through concrete examples.	
		Mechanics of Materials I	Mechanics of Materials is necessary subject, because it's the basic one of engineering to design several structures and strength. Especially recently, it is not popular only general processing method but also rapid prototyping. Therefore, this subject needs to continue learning for consideration of stiffness under complex conditions. In this subject, students aim to learn necessary basic knowledge for appropriate selection of materials, shape and size.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Mechanics of Materials II	Mechanics of Materials is the basic subject of engineering to design several structures and strength. Therefore, this subject needs to continue learning depended on new processing and materials. In this subject continued from Mechanics of Materials I, students aim to learn necessary basic knowledge for appropriate selection of mechanical elements and decision of shape and size through actual destruction case and approach to continuum.	
		Technical Drawing	In this course, students will acquire knowledge and techniques to read and draft machine drawings correctly, through understanding of "mechanical drawing" in the Japanese Industrial Standards (JIS). In drafting exercises, students will learn the basics of mechanical drawing using CAD (Computer Aided Drawing / Design) for mechanical products. Also, students will work on proposing machine products in the exercise, and think about new value creation based on customer's requests, and develop the ability to find and solve problems.	
		Design of Machine Element	Students will understand that machinery products and machine tools such as lathes are made up of mechanical elements and will acquire the basic ability to reasonably and economically design machinery and equipment. Students will learn the process of dimensioning in machine elements, with particular focus on the design calculation process of mechanical elements, and understand the Japanese Industrial Standard, stress and strain, and forces and motion exerted on objects. Students will also study the calculation method for machine design and cultivate the fundamental power of the design to create valuable new products.	
		Thermodynamics	Learn the fundamentals of thermodynamics to effectively utilize the fever deeply related to our lives. Understanding the laws of thermodynamics such as the law of conservation of energy and the direction of natural phenomena, you acquire scientific thinking tied to nature, society, and industry. Calculate the values of gas pressure, volume, temperature etc. using the ideal gas state equation. Also learn about the ideal cycle, reversible cycle (Carnot cycle or refrigeration cycle) and their efficiency and operation coefficient. Learn about the concept of entropy.	
		Thermal Engineering	In this course, students will learn about the relationship between energy and human accompanying the development of civilization. In addition, students will develop knowledge of thermodynamics and learn how to convert thermal energy into mechanical work in various heat engines. Furthermore, students learn about depletion of fossil fuels, global warming, environmental problems such as energy and pollution problems, and new energy systems such as renewable energy and cogeneration. In addition to acquiring scientific thinking tied to nature, society and industry, cultivate a sense of social mission carried out by engineers.	
		Fluid Mechanics	Fluid systems are used everywhere in society, and the development of fluid systems has the power to solve major problems of society. In this class, students will learn the principle and structure of fluid systems and master the knowledge necessary for problem solving. As a fluid systems, pumps for an air conditioner and a refrigerator are used in household electric appliances. And in an automobile, fuel pump and a hydraulic pump are used. Industrial machinery are also using fluid systems, such as pumps of power plants, blowers of building air conditioning systems, hydraulic equipment of construction machines, aircraft engine systems, and the like. Also students will lean the movement principle of movement and fluid resistance of aircrafts and ships.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Machining	In order to acquire the skills required to become a technical innovator, students will learn machining and measurement methods and the importance of safe machine and tool use through practical work. Machines consist of multiple parts, so making precise and accurate individual parts is essential. It is therefore important to consider the drawing and processing procedures as the basis of manufacturing. In this course, students will extend their prior knowledge of the method of use and processing of machine tools, discover and solve manufacturing problems, such as improving work efficiency by creating two types of base, and learn more about processing techniques.	
		Measurement Engineering	In automated control systems including robots, sensors for detecting and monitoring the condition of the system are used. In this class, students will learn the principle and mechanism of how to convert various physical quantities to electrical signals by using several sensors. In conjunction with the content of the lecture, they will make a simple measurement system embedding the sensor, and actually try to measure. By understanding the operating of principle these sensors and learning its usage method, students will acquire the skill to actively respond to the required measurement needs for technical activities and to troubleshoot problems.	
		Materials Engineering	One of the key factors that affect the characteristics of an object is its materials. It affects the strength, cost and safety of the object among many other variables. An understanding of different types of properties determined by materials will provide insight into the various design choices, handling methods, and capabilities of the many objects with which a Mechanical Engineer will come into contact.	
		Basic Electronic Circuits	Studying electronic circuit theory is very important for electrical engineers. In this course, the students will first learn the fundamentals of analog circuits using discreet components such as diodes, and transistors. Next, they will learn about the concepts and design methods for creating basic amplifier analog circuits with the use of BJT's (bipolar junction transistors). Additionally, they will learn the principles of FET (field effect transistors) and op-amp (operational amplifiers) specific circuits. Also they will study logic circuits which is the basis of digital circuitry.	
		Control Engineering	Control engineering is an essential element for human life. Control engineering can be applied not only to mechanical systems but also to objects whose output varies dynamically with input, and this idea has been adopted widely in finance and so on as well. Although it is a technique used in invisible places, it can be said that its application creates great value to society. In this course we will deeply learn about transfer function, block diagram, transient response method, frequency response method, PID control, control system analysis and design.	
		Computer Architecture	Hardware and software of computer work together to process information. The computer architecture defines the assignation of which processing is realized by hardware and which processing is executed by software. In this course, in order to understand how the computer processes various information, we aim to acquire basic configuration and principles of operation for the computer. And we also learn the history of the state-of-the-art computer systems from past to present, and the importance of adopting the most advanced technologies as a computer system engineer at all times.	
		Programming A	The programming is to create a program and software, and is one of the important capability needed for engineers in all fields. In this course, we learn basic concepts and syntax of programming such as variables, control statements, arrays and functions through exercises. Also, in order to acquire practical skills, we learn how to use software development tools through programming exercises. Through such exercises, we acquire the ability to properly use the standard library provided by the software development environment, and to create a basic program that appropriately combines the basic control structures.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Mechanical Engineering Focus Students	Programming B	In engineering fields, computers are necessary tools for solving a large variety of problems. They are effective for many purposes such as measurement evaluation and analysis in mechanical engineering as well as control systems in electrical engineering. Engineers in every field need the ability to systematically learn and apply programming for their respective engineering domain. This course sets the programming knowledge and skills that students have acquired up to this point as a basis and aims for them to gain skills in the implementation of fundamental algorithms, data structures, and program specifications which they conceive and design themselves.	
	Information Frontier Focus Students	Basic Computer Engineering (Engineering Computing)	To enable students to develop an understanding of computing principles and their use in engineering practice. Students will learn to solve engineering problems using an engineering maths and analysis package, develop a program to a specification by devising, coding and testing an algorithm to solve a specified problem, use software packages, including spreadsheets, database and discipline specific software to produce engineering solutions.	3rd year study abroad program
		Basic Programming (Programming1)	To introduce students to the concepts of systems design and programming fundamentals. Students will learn to use basic programming constructs, understand and utilize simple data structures, develop sound programming practice, use one logic depiction method and apply it to appropriate simple tasks, implement depicted tasks in a programming language, understand and appropriately implement routines as functions and as procedures and apply common methods to access files within an application.	3rd year study abroad program
		Programming (Programming 2)	To build event-driven, GUI (graphical user interface) applications using pre-built components. To introduce the theoretical issues involved in Object-Oriented analysis, design and programming, and discuss the distinction between the OO and Procedural programming models. To build simple OO applications and learn to identify those situations that are most appropriate for OO implementation. To learn the principles of correct design and implementation for applications of this type, students will use an IDE to develop interactive, event-driven GUI applications using common pre-built components, write methods and event handlers for pre-built components, declare and implement user-defined classes as part of an object-oriented implementation, demonstrate an understanding the basic principles of Object-Oriented analysis, design and programming, including encapsulation, inheritance and polymorphism, demonstrate good programming practices that are independent of the language or model used.	3rd year study abroad program
		Web Design (Web1 - Technology and Development)	To acquaint students with the range of available web-based tools for productivity, entertainment, and communication. To guide students toward consideration of the social, academic, economic and cultural issues surrounding web-based interaction. To introduce students to the technologies available for development of web-based functionality. This paper is designed for students with only a single semester of programming experience, and focuses more on user issues than on software development. Students will learn to use safely and effectively a variety of Internet-based applications (e.g. blogs, wikis, RSS feeds, social media), create simple web artefacts (e.g. web pages, small Javascript applets, blogs) using text and digital images, use the Internet effectively for research, recognising and being wary of problems with information credibility, recognise the social and economic implications, both positive and negative of social media.	3rd year study abroad program
		Introduction to Networks (Introduction to Networks)	To introduce students to fundamental networking concepts and technologies. To cover the basics of network theory and skills needed to implement a simple network. Students will learn to use network protocol models to explain the layers of communications in data networks, design, calculate, and apply subnet masks and addresses, build a simple Ethernet network using routers and switches, employ basic cabling and network designs to connect devices, perform basic router and switch configuration and verification, analyse the operations and features of the transport and network layer protocols and services.	3rd year study abroad program

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Business Computing (Business Computing)	To enable students to understand, discuss, evaluate and apply information technology to meet business requirements. Students will learn to explain and evaluate parts of an information system to meet business requirements, discuss and evaluate communication technologies to meet business requirements, discuss issues associated with computer use and recommend actions to minimise their impact, use software functions effectively to produce information to meet business requirements.	3rd year study abroad program
		Basic System Analysis (Introdution to Systems Analysys)	To provide students with an introduction to business processes and information management in the information technology and related industries. This course teaches fundamental topics in business and uses a business context to teach topics in systems analysis and relational databases, including the business processes and business analyses pertinent to the IT industry, especially in a New Zealand context, information systems in terms of data structure, software architecture and user function, using traditional and current methodologies. Students will learn to design, document and develop an information system with a relational database as data store, understand and apply basic Object Orientation modelling and conduct fact-finding interviews with potential users.	3rd year study abroad program
		Basic Marketing (Introduction to Marketing)	To enable students to gain a working knowledge of fundamental marketing concepts relevant to contemporary organisations. Students will learn to identify and analyse marketing environmental factors that impact marketing activities, explain and apply segmentation, targeting and positioning concepts of a target market, evaluate and recommend the marketing mix tools employed within the business, describe the marketing planning process components, and demonstrate understanding of factors influencing buyer behaviour.	3rd year study abroad program
		Management (Management)	To enable students to understand the factors that influence management and the organisation and apply a range of factors. Students will learn to describe management, identify the purpose of organisations and understand the problem solving/decision making process in organisations, understand the influence of management theories and perspectives on management practices, evaluate the impact of organisational culture and the external environment on organisation, understand the influence of ethiH23:H24cs and social responsibility on managerial decision making and define sustainable development, understand the planning and control processes and apply both through an example, evaluate organisational structures and recommend a structure for a specific situation, apply leadership and motivational techniques and an effective delegation process to a range of situations, apply two approaches to change management to an example of an organisational situation.	3rd year study abroad program
		Mathematical Engineering (Engineering Mathematics)	To enable students to gain an understanding of general mathematical principles and equip them with appropriate engineering mathematical skills to solve engineering problems. In this course students will analyse graphs, manipulate and solve algebraic expressions and equations, manipulate and apply complex numbers, use matrices to solve problems, apply differentiation and integration mathematical techniques to solve engineering problems and derive and solve differential equations.	3rd year study abroad program
		Applied Mathematics IA	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, homogeneous and nonhomogeneous linear differential equations, and applications of them to real life problems such as equations of motion and equations which often appear in science. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IB	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, being able to calculate partial differentials, double integration, and applying them to locate local maximum and minimum and finding the volume of a three-dimensional shape. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Applied Mathematics IIA	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, the calculation of a matrix, solving of simultaneous equations by using the determinant, linear transformations and diagonalization by using eigenvalue. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIB	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, being able to calculate the dot product, cross product, gradient, divergence and rotation of a vector, and understanding how to apply the derivative of a vector function. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Engineering Mathematics	Learn the mathematics required for engineering. In particular, it aims to learn what is required for control engineering. Its contents are complex number and complex space and its properties, Laplace transform and solving differential equations using it, Fourier series and Fourier transform. Use these contents to further deepen understanding of special subjects of other engineering fields. Then, we aim to nurture the attitude to utilize the obtained knowledge subjectively.	
		Applied Physics IA	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	
		Applied Physics IB	Applied physics is the study of phenomena and problems close to engineering in physics. Therefore, it is deeply involved in natural phenomena, industry and economic fields that can occur in everyday life, and scientific thought accompanying it is necessary. This course is based on basic physics and mathematics learned during the first to third grade. Then, you learn how to express invisible physical phenomena such as the law of movement and motion of an object in a form that can be seen in figures and formulas. Cultivate scientific thinking and expression skills to solve more realistic problems associated with engineering.	
		Applied Physics IIA	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with wave, sound and light.	
		Applied Physics IIB	Applied Physics is the academic subject to more engineering phenomena and problems in physics. Therefore, this subject is related to nature, industry and economy. And it needs scientific thinking about these fields. Applied physics II is based on physics, mathematics and applied physics I. The purpose of this subject is to understand natural phenomenon with differential equation, to learn several methods like Numerical analysis and to cultivate scientific thinking. This subject deals with real phenomenon as kinetics.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Applied Chemistry IA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IA, I learn the physicochemical basics based on what I learned so far. I am in this way connected for application to chemical engineering by understanding methods to treat essence of the chemical bond judging from the viewpoint of the quantum theory, thermochemical way of thinking and usage, a method to treat a chemical reaction quantitatively, a battery, electrolysis quantitatively.	
		Applied Chemistry IB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IB, I learn inorganic chemistry based on what I learned so far. I can understand an elemental property, inorganic compound as a clue in a periodic table systematically and can in this way explain a characteristic and the application of the metal materials and nonmetallic material. In addition, I take it up about the organic metal complex working important as a living body material.	
		Applied Biology I	The recent accumulation of knowledge in the field of biology, especially regarding the development of technology is remarkable. The biochemistry principles that elucidates the phenomena in organisms at the molecular level has developed greatly and has helped development of applied technology used in the medical field. In this course, students will learn about the structure, the physical and chemical characteristics of the major constituents of the cell and living organisms in addition to their functions and roles as basic knowledge for understanding biology. They will also think about how the content learned in this course is related to society (especially in local communities) through concrete examples.	
		Information Mathematics I	The entropy to measure the amount of information gives a theoretical foundation to the technology of information transmission and processing with high reliability and efficiency. In the course, we learn about the amount of information and its characteristics, and learn basic concepts of entropy which is deeply related to the amount of information. In addition, we learn basic concepts such as models of communication system and information source proposed by Shannon and encoding methods to improve reliability and efficiency. Through these learnings, we aim to acquire the mathematical foundation from perspective in informatics suitable for global inventors.	
		Information Mathematics IIA	Information content is a concept to view information as quantity, and provides a theoretical foundation to the technology to transmit and process information with high reliability and efficiency. In this course, students first learn information content and its property, and the basic concepts such as entropy, which is deeply related to the information content. Based on that, they will learn basic concepts such as communication model and information source proposed by Shannon and encoding method to improve reliability and efficiency.	
		Information Mathematics IIB	In mathematics and physics, some of the important problems can be modeled as continuous functions. Numerical processing is an academic field which is necessary to solve such a problem by computers. In this course, students learn algorithms for numerical calculation and methods to numerically obtain solutions of mathematical models. Students also learn and understand methods to more quickly or more correctly solve the same problem. This course offers to learn numerical analyzing skill which is essential for global innovators.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Programming Lab A	The creation of computer programs is called "programming" and it is the single most important skill required of information technology engineers. In this course, students will study fundamental programming concepts such as variables, control structures, arrays, functions, etc. They will deepen their understanding through the practice of not only programing language syntax, but also the integration of using and maintaining development tools & environments as well as debugging. Through this experience, students will gain the ability to aptly use standard libraries availably for their development environments and create basic programs that make good use of fundamental control structures.	
		Programming Lab B	Students will gain experience in the development of software familiar in the real-world such as web and desktop applications, systems consisting of multiple programs that resemble actual compositions, and programs that take into account recent IT trends. Through this experience, they will acquire the knowledge and skill necessary for practical programming such as file input/output, networking, exception handling, the use of class libraries as standard components, and object-oriented programming. In addition, students will gain an ability to conceive and design software that is both practical and innovative.	
		Computer System A	A computer can function only when both hardware and software are working together. To effectively utilize the capability of a computer, IT engineer must understand not only the knowledge of software, but also the computer hardware configuration and the basic operating principle. In this course, students learn the basic structure of a computer, and the function-and-role of the main elements of a computer such as CPU, memory, and Input/output devices. Students also learn how information is stored in a computer as data, how the stored data are represented in a computer, and how they are processed.	
		Computer System B	Development of software that effectively utilizes hardware resources requires the knowledge of computer architecture. The computer architecture defines the division of which processing is realized by hardware and which processing is executed by software. In this course, students learn the structure and role of major components such as the basic structure of computer architecture, CPU, main memory, data-bus. Students are expected to understand the basics of computer architecture and to how machine language instructions are executed.	
		Network Systems Lab	Recently, needs of network engineer have been increasing. In this course, you will learn network technology including mainly TCP/IP protocol which is main part of current modern network technology, and OSI reference network model. Besides, you will learn the function of network devices to construct the network, and how to set up them, for example routing and switching and so on. You will have deep understanding of network technology through some practical training such as creating easy programs based on these technology, designing network system for such a small or medium corporation.	
		Software Engineering	Software developers need to make software to required functions and quality despite limitations such as technical, time, humans, and so on. In this course, we will discuss the problems faced by software developers when making large scale and complicated software systems. You will also learn techniques for making effective and reliable software systems and the role of various tools. In detail, you will learn about the basic concept of object-oriented development, design techniques using modeling language such as UML, and development process models such as Waterfall and Agile.	
		Software Engineering Lab	You will learn more about the software development process through exercises. You will learn techniques for efficient development of high-quality software and the usefulness of object-oriented programming for software engineering by experiencing system development with programming language. Additionally, through project-type practical training and teamwork, you will learn the importance of continuous learning, collaboration, leadership, and software development techniques that are constantly evolving.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Database	Today is an era of BIG data. The amount of data handled by IT system has been rapidly increasing. Because of such a background, IT systems, which is a main role of data processing, are getting more important. The main objective of this course is to acquire skills to design correct data modeling and to carry out appropriate data processing, and that deepen understanding about database. For that purpose, you will study the database and SQL language mainly about relational database. In addition, learn about the basic functions of relational database management system such as transaction management, disaster recovery function, performance tuning.	
		Data Structures and Algorithms	The procedure for solving a given problem is called an algorithm, and the data retention method is known as a data structure. In order to develop efficient software, it is necessary to use an appropriate algorithm and data structure, and in many cases these can be achieved by using existing knowledge. In this course, we aim to acquire basic knowledge of the principles and efficiency of typical algorithms and data structures for basic problems, and cultivate ways of thinking to understand reality and analyze the complexities of contemporary society.	
		Operating System	Operating Systems (OS) are common platforms that are extensive application systems. In this course, students will learn the basic concept and design techniques of OS and will learn OS programming using system call.	
		Media Informatics	Today, media information, such as text, sound, images and videos are processed in large quantities by computers, used in the real world. In this course, students will learn the methods of processing and recording media information using computers, and basic knowledge such as computer graphics, and digital signal processing technology. By doing this, students acquire the basic skills of media technology and content production that integrates various media information, and the ability to actually use it. Students will also acquire the basic ability to create programs that deal with multimedia content.	
		Network Systems Lab	Recently, needs of network engineer have been increasing. In this course, you will learn network technology including mainly TCP/IP protocol which is main part of current modern network technology, and OSI reference network model. Besides, you will learn the function of network devices to construct the network, and how to set up them, for example routing and switching and so on. you will have deep understanding of network technology through some practical training such as creating easy programs based on these technology, designing network system for such a small or medium corporation.	
		Introduction to Management	Students will learn the basic concepts of business activities (corporate strategic management, marketing, organization theory, etc.), which should be understood by information technicians. Learning these concepts are helpful and necessary to analyzing and making decisions for strategy planning, business administration and build continuous relationship with customers and society. Furthermore, through investigating real company's business activities, students will understand what kind of structure the company has and how the company management is done, and be able to explain about business activities with a concrete image.	
		Business Accounting	In this course, students will learn the basic concepts of accounting and finance related to corporate activities and business management. Students will learn the meanings of basic accounting and finance terms such as financial statements and types of accounts, sales and profits, and break-even points. Students will also understand the fundamentals of financial accounting, such as publicizing the results of corporate activities to stakeholders and using accounting to support management and administrative decision-making. Additionally, students will develop their ability to read and analyze financial statements using financial indicators and the basic knowledge required to develop accounting systems.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Information Frontier Focus Students	Advanced Topics in Business	The goal of this course is to acquire knowledge about business activities, understand the fundamentals of marketing, corporate strategy, business management and the information systems supporting them. In this course, students will learn the purpose and method of marketing, understand the importance of information utilization in business activities through marketing research, collecting marketing data and data analysis. In addition, students will recognize the important elements in the development of a management information system and work on surveys and compare the functions and application methods of some key management information systems such as enterprise resource planning (ERP), customer relationship management (CRM), supply chain management (SCM), etc.	
	Applied Chemistry Focus Students	Mathematical Engineering (Engineering Mathematics)	To enable students to gain an understanding of general mathematical principles and equip them with appropriate engineering mathematical skills to solve engineering problems. In this course students will analyse graphs, manipulate and solve algebraic expressions and equations, manipulate and apply complex numbers, use matrices to solve problems, apply differentiation and integration mathematical techniques to solve engineering problems and derive and solve differential equations.	3rd year study abroad program
		Materials Science (Materials Science)	The purpose of this course is to help students learn not only the biological and chemical elements related to mechanical engineering and process engineering, but also the characteristics and features of general engineering materials. Students will learn how to describe and inspect the properties of materials related to mechanical engineering. And also, they will learn how to identify and design methods which change the properties of those materials. By the end of this course, students will be familiar with basic chemistry and materials science. Also, they will be able to recognize common engineering materials and their characteristics and identify possible causes of deficiencies in those materials.	3rd year study abroad program
		Basic Computer Engineering (Engineering Computing)	To enable students to develop an understanding of computing principles and their use in engineering practice. Students will learn to solve engineering problems using an engineering maths and analysis package, develop a program to a specification by devising, coding and testing an algorithm to solve a specified problem, use software packages, including spreadsheets, database and discipline specific software to produce engineering solutions.	3rd year study abroad program
		Basic Programming (Programming 1)	To introduce students to the concepts of systems design and programming fundamentals. Students will learn to use basic programming constructs, understand and utilize simple data structures, develop sound programming practice, use one logic depiction method and apply it to appropriate simple tasks, implement depicted tasks in a programming language, understand and appropriately implement routines as functions and as procedures and apply common methods to access files within an application.	3rd year study abroad program
		Programming (Programming 2)	To build event-driven, GUI (graphical user interface) applications using pre-built components. To introduce the theoretical issues involved in Object-Oriented analysis, design and programming, and discuss the distinction between the OO and Procedural programming models. To build simple OO applications and learn to identify those situations that are most appropriate for OO implementation. To learn the principles of correct design and implementation for applications of this type, students will use an IDE to develop interactive, event-driven GUI applications using common pre-built components, write methods and event handlers for pre-built components, declare and implement user-defined classes as part of an object-oriented implementation, demonstrate an understanding the basic principles of Object-Oriented analysis, design and programming, including encapsulation, inheritance and polymorphism, demonstrate good programming practices that are independent of the language or model used.	3rd year study abroad program

Course		Course Name	Course Overview	Remarks
Specialized Courses	Applied Chemistry Focus Students	Web Design (Web1 - Technology and Development)	To acquaint students with the range of available web-based tools for productivity, entertainment, and communication. To guide students toward consideration of the social, academic, economic and cultural issues surrounding web-based interaction. To introduce students to the technologies available for development of web-based functionality. This paper is designed for students with only a single semester of programming experience, and focuses more on user issues than on software development. Students will learn to use safely and effectively a variety of Internet-based applications (e.g. blogs, wikis, RSS feeds, social media), create simple web artefacts (e.g. web pages, small Javascript applets, blogs) using text and digital images, use the Internet effectively for research, recognising and being wary of problems with information credibility, recognise the social and economic implications, both positive and negative of social media.	3rd year study abroad program
		Introduction to Networks (Introduction to Networks)	To introduce students to fundamental networking concepts and technologies. To cover the basics of network theory and skills needed to implement a simple network. Students will learn to use network protocol models to explain the layers of communications in data networks, design, calculate, and apply subnet masks and addresses, build a simple Ethernet network using routers and switches, employ basic cabling and network designs to connect devices, perform basic router and switch configuration and verification, analyse the operations and features of the transport and network layer protocols and services.	3rd year study abroad program
		Applied Mathematics IA	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, homogeneous and nonhomogeneous linear differential equations, and applications of them to real life problems such as equations of motion and equations which often appear in science. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IB	In this course, students will mainly learn about analytical mathematics which is required for many engineering applications. Particularly, being able to calculate partial differentials, double integration, and applying them to locate local maximum and minimum and finding the volume of a three-dimensional shape. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIA	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, the calculation of a matrix, solving of simultaneous equations by using the determinant, linear transformations and diagonalization by using eigenvalue. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Applied Mathematics IIB	In this course, students will mainly learn about spatial and structural mathematics which are required for many engineering applications. Particularly, being able to calculate the dot product, cross product, gradient, divergence and rotation of a vector, and understanding how to apply the derivative of a vector function. By acquiring the knowledge and skills mentioned above, students will learn how to build a deep understanding and attitude to utilize them in engineering and science, autonomously.	
		Engineering Mathematics	Learn the mathematics required for engineering. In particular, it aims to learn what is required for control engineering. Its contents are complex number and complex space and its properties, Laplace transform and solving differential equations using it, Fourier series and Fourier transform. Use these contents to further deepen understanding of special subjects of other engineering fields. Then, we aim to nurture the attitude to utilize the obtained knowledge subjectively.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Applied Chemistry Focus Students	Applied Chemistry IA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IA, I learn the physicochemical basics based on what I learned so far. I am in this way connected for application to chemical engineering by understanding methods to treat essence of the chemical bond judging from the viewpoint of the quantum theory, thermochemical way of thinking and usage, a method to treat a chemical reaction quantitatively, a battery, electrolysis quantitatively.	
		Applied Chemistry IB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IB, I learn inorganic chemistry based on what I learned so far. I can understand an elemental property, inorganic compound as a clue in a periodic table systematically and can in this way explain a characteristic and the application of the metal materials and nonmetallic material. In addition, I take it up about the organic metal complex working important as a living body material.	
		Applied Chemistry IIA	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIA, I learn it about the basics of organic chemistry. The organic compound has few elemental numbers to constitute, but there are a great many kinds. By this subject, I understand a classification, glossology, the property of the organic compound, reactions mainly on a hydrocarbon as the basics of organic chemistry and come to be able to predict the organic composition.	
		Applied Chemistry IIB	An important subject is chemistry in learning a field of constantly advancing life, environment. Through learning of applied chemistry I, II, I aim for acquiring power to analyze viewpoint and them which are chemical of a material and the life phenomenon into. In applied chemistry IIB, I learn it about the basics of organic chemistry secondary to IIA. By this subject, I understand a classification, glossology, the property of the organic compound including oxygen, reactions and come to be able to predict the organic composition. Furthermore, I learn it about carbohydrates, an amino acid, protein, the lipid which play an important role in life activity.	
		Applied Biology I	The recent accumulation of knowledge in the field of biology, especially regarding the development of technology is remarkable. The biochemistry principles that elucidates the phenomena in organisms at the molecular level has developed greatly and has helped development of applied technology used in the medical field. In this course, students will learn about the structure, the physical and chemical characteristics of the major constituents of the cell and living organisms in addition to their functions and roles as basic knowledge for understanding biology. They will also think about how the content learned in this course is related to society (especially in local communities) through concrete examples.	
		Applied Biology II	Students will learn about the structure and proprieties of carbohydrates, lipids, nucleic acids and proteins that function in cells. Furthermore, students will understand how each biomolecule is metabolized and how energy is produced in order to understand the mechanisms of life. They will also learn how plants convert light into the energy necessary for their survival through photosynthesis and how they synthesize glucose using this energy.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Applied Chemistry Focus Students	Fundamental of Laboratory Safety	An experiment plays a main role in education in the chemistry, the study, and the importance of the experiment becomes higher by the education curriculum in the applied chemistry. I often handle a material and the apparatus which the risk is accompanied by the chemical experiment and suffer a serious case from a mistake of how to handle, and danger may amount to life. These mistakes are often caused by lack of knowledge, and it is necessary to learn minimum knowledge for prevention of danger about a material, an apparatus to handle when it carries out a chemical experiment. I learn knowledge necessary to perform a chemical experiment safely by this subject.	
		Applied Experiment and Practice in Chemistry A	This course is suitable for the students who completed Chemical Safety. At the successful completion of this course, the students gain competence, autonomously experiment on chemical exercises. In order to accomplish the experiment, the indicated contents in the course are as follows: you have to wear a rubber glove, a goggle and a clothing protecting your body according to the rule, you have to handle the chemical appliances according to the manual to prevent accident, you have to verify your chemical knowledge learned in technical course, students have to collect and analyze the experiment data and results, you have to write your own report, you have to keep the deadline for your report.	※Lab Exercise 30 hours Lab 30 hours
		Applied Experiment and Practice in Chemistry B	This course is suitable for the students who completed Chemical Safety. At the successful completion of this course, the students gain competence, autonomously experiment on chemical exercises. In order to accomplish the experiment, the indicated contents in the course are as follows: you have to wear a rubber glove, a goggle and a clothing protecting your body according to the rule, you have to handle the chemical appliances according to the manual to prevent accident, you have to verify your chemical knowledge learned in technical course, students have to collect and analyze the experiment data and results, you have to write your own report, you have to keep the deadline for your report.	※Lab Exercise 30 hours Lab 30 hours
		Chemistry of Phase and Reaction	We have to control chemical phase and reaction to produce chemicals utilized in chemical engineering processes. At the successful completion of this course, the students understand chemistry of phase and reaction in chemical engineering processes, and gain knowledge about chemical technology to contribute to the chemical industry. In order to accomplish the experiments, the indicated contents in the course are as follows: you have to understand basic theory of thermodynamics and quantum chemistry, you have to learn key aspects of chemistry, for instance, chemical phase, reaction, equilibrium, entropy, Gibbs free energy, Arrhenius equation, and so on.	
		Chemical Engineering	Chemical engineering is a study aiming to efficiently use, produce, transform, and transport chemicals, materials, and energy by designing production and material circulation systems for a sustainable society from a broad perspective. In this subject, students will use their previously gained knowledge of chemistry, biology, and other related subjects to learn the basics of chemical engineering. They will acquire problem solving skills through their understanding of the material and energy balance, chemical equilibrium and reaction rate, transport phenomena, and calculation methods such as methods used in reactor and process design.	
		Materials Engineering	One of the key factors that affect the characteristics of an object is its materials. It affects the strength, cost and safety of the object among many other variables. An understanding of different types of properties determined by materials will provide insight into the various design choices, handling methods, and capabilities of the many objects with which a Mechanical Engineer will come into contact.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Applied Chemistry Focus Students	Electrochemistry for Energy conversion and Storage	Electrochemistry for energy conversion and storage is studied for the chemical phenomenon of electron exchange. It can be used for various fields, like batteries/cells, material synthesis by electrolysis, electrochemical sensors, and surface treatment/finishing. After understanding these fields, which are used by electrochemistry, students will gain knowledge of the process of electrochemistry, the electrochemical system, standard electrode potential and Nernst's equation. In this course, firstly students will learn the basics of electrochemistry, the concept, and equations; later students will study batteries/cells, material synthesis electrolysis, and surface treatment/finishing as applied technology.	
		Electric and Electronic Materials Engineering	Engineering material has two fields which can be used, one is by its functional-ability, and other is by its mechanical strength. The students in the course will learn functional materials, for instance, semiconductor, optical, magnetic, dielectric, metal, and so on. Functional materials can be used for various electric and electronic appliances. An advanced semiconductor can be applied to power electronics devices, and accomplish an economical power controller, for instance intelligent power modules and inverters. Optical materials can be applied as an optical fiber, a liquid crystal display, a laser and so on. High quality insulators and metals can be applied to high voltage cable. The students understand basic theory of solid state chemistry and physics, and learn materials science for electrical, electronic and optical materials.	
		Physical Electronics	The students in the course understand basic theory of quantum physics, solid state physics, physical property of dielectrics, magnetics and semiconductor. Students have to solve Schrödinger equation of a free electron, an electron orbiting a hydrogen atom, electron in a periodic potential, have to understand the physical meaning of the wave function and electrical conduction in solid based on band theory. Students also learn materials science for solids, for instance, dielectric piezoelectricity and pyroelectricity, a basic property and an application for hard and soft magnetics, an electrical property and an application of an advanced semiconductor, and so on. Later you understand basic theory of quantum chemical, and learn chemical reaction and electron orbit of inorganic and organic materials.	
		Analytical Chemistry	In Chemical Industrial and environmental engineering, it is qualitative with a material, and it is very important that I identify it exactly quantitatively. Using a chemical phenomenon and a physical phenomenon, I learn a method to search these. By this subject, I titrate an acid base and learn it about a deposition formation reaction and the calculation of the solubility product, chelatometric titration, oxidation-reduction titration. I can thereby understand the principle of an analytical instrument playing an active part in various scenes now.	
		Environmental Chemistry	The environmental chemistry cooperates with the material in the global environment in circulation of the energy and behavior and them and elucidates a caused chemical reaction and is science to aim at environment and the construction of the harmonious society. By this subject, I learn the material in each area of the earth and energy circulation and behavior, the basics of science reaction in conjunction with them. And I understand the relations of earth structure and the global environment, an energy budget of the earth, carbon and nitrogen in environment and water cycle, a problem of the acid rain, an energy problem and can explain it.	
		Polymer Chemistry	A polymer is a functional material realizing rich society and advanced technology as industrial basic materials as necessities supporting modern life of the human more from chemistry, fiber to medical care and electronic industry, the field of aerospace. The 21st century begins, and the field where a macromolecule plays an active part spreads more and more, and the importance in the human being society increases. From the organic chemistry which I learned, I learn high polymer properties of matter, the composition method until now and, by this subject, aim for an intelligible thing about an application side as the functional material.	

Course		Course Name	Course Overview	Remarks
Specialized Courses	Applied Chemistry Focus Students	Computer Architecture	Hardware and software of computer work together to process information. The computer architecture defines the assignation of which processing is realized by hardware and which processing is executed by software. In this course, in order to understand how the computer processes various information, we aim to acquire basic configuration and principles of operation for the computer. And we also learn the history of the state-of-the-art computer systems from past to present, and the importance of adopting the most advanced technologies as a computer system engineer at all times.	
		Programming A	The programming is to create a program and software, and is one of the important capability needed for engineers in all fields. In this course, we learn basic concepts and syntax of programming such as variables, control statements, arrays and functions through exercises. Also, in order to acquire practical skills, we learn how to use software development tools through programming exercises. Through such exercises, we acquire the ability to properly use the standard library provided by the software development environment, and to create a basic program that appropriately combines the basic control structures.	
		Programming B	In engineering fields, computers are necessary tools for solving a large variety of problems. They are effective for many purposes such as measurement evaluation and analysis in mechanical engineering as well as control systems in electrical engineering. Engineers in every field need the ability to systematically learn and apply programming for their respective engineering domain. This course sets the programming knowledge and skills that students have acquired up to this point as a basis and aims for them to gain skills in the implementation of fundamental algorithms, data structures, and program specifications which they conceive and design themselves.	

国際理工学科 Department of Science and Technology Curriculum

1・2年次
1st and 2nd Years

修得最低単位数 38単位
Minimum Credit Requirement : 38 credits

修得最低単位数 38単位
Minimum Credit Requirement : 38 credits

	1年次 1st Year		2年次 2nd Year	
	前学期 1st Semester	後学期 2nd Semester	前学期 1st Semester	後学期 2nd Semester
特別活動 Special Activities	特別活動 ESDⅠ(地域プロジェクト) Special Activities ESDⅠ (Education for Sustainable Development)		特別活動 ESDⅡ(地域プロジェクト) Special Activities ESDⅡ (Education for Sustainable Development)	
教養科目 General Education Courses / 人文社会 Humanities	国語表現IA Japanese Language Expression IA (1) 英語表現IA English Expression IA (1)	国語表現IB Japanese Language Expression IB (1) 英語表現IB English Expression IB (1)	国語表現ⅡA Japanese Language Expression IIA (1) 英語表現ⅡA English Expression IIA (1)	国語表現ⅡB Japanese Language Expression IIB (1) 英語表現ⅡB English Expression IIB (1)
	文学I Japanese Literature I (1) 世界文学I World Literature I (1)			文学Ⅱ Japanese Literature II (1) 世界文学Ⅱ World Literature II (1)
	歴史文化IA History and Culture IA (1) 歴史文化(英語)IA History and Culture (English) IA (1)	歴史文化IB History and Culture IB (1) 歴史文化(英語)IB History and Culture (English) IB (1)	歴史文化ⅡA History and Culture IIA (1) 歴史文化(英語)ⅡA History and Culture (English) IIA (1)	歴史文化ⅡB History and Culture IIB (1) 歴史文化(英語)ⅡB History and Culture (English) IIB (1)
保健体育・他 Health and Physical Education	保健体育IA Health and Physical Education IA (1)	保健体育IB Health and Physical Education IB (1)	保健体育ⅡA Health and Physical Education IIA (1)	保健体育ⅡB Health and Physical Education IIB (1)
		ビジュアルアーツI Visual Arts I (1) パフォーミングアーツI Performing Arts I (1)	ビジュアルアーツⅡ Visual Arts II (1) パフォーミングアーツⅡ Performing Arts II (1)	
第二言語 Second Language	リーディング・ライティングIA English Reading and Writing IA (1) 日本語IA Japanese IA (5) リスニング・スピーキングIA English Listening and Speaking IA (2) ブリッジイングリッシュ Bridge English (2)	リーディング・ライティングIB English Reading and Writing IB (1) 日本語IB Japanese IB (2) リスニング・スピーキングIB English Listening and Speaking IB (1)	リーディング・ライティングⅡA English Reading and Writing IIA (1) 日本語Ⅱ Japanese II (2) リスニング・スピーキングⅡA English Listening and Speaking IIA (1) 海外英語研修 Overseas English Program (4)	リーディング・ライティングⅡB English Reading and Writing IIB (1) 日本語コミュニケーション Japanese Communication (3) リスニング・スピーキングⅡB English Listening and Speaking IIB (2)
自然科学 Natural Science	解析基礎A PreCalculus A (2) 基礎数学A Fundamental Mathematics A (2)	解析基礎B PreCalculus B (2) 基礎数学B Fundamental Mathematics B (2)	微分・積分A Calculus A (2) 代数・幾何学A Algebra and Geometry A (2)	微分・積分B Calculus B (2) 代数・幾何学B Algebra and Geometry B (2)
	物理IA Physics IA (1) 化学IA Chemistry IA (1) 生物IA Biology IA (1)	物理IB Physics IB (2) 化学IB Chemistry IB (2) 生物IB Biology IB (1)	物理ⅡA Physics IIA (2) 化学ⅡA Chemistry IIA (2) 生物ⅡA Biology IIA (1)	物理ⅡB Physics IIB (2) 化学ⅡB Chemistry IIB (2) 生物ⅡB Biology IIB (1)
専門科目 Specialized Courses / 共創科目 Co-creation	エンジニアリングデザインIA Engineering Design IA (2) エンジニアリングコンテクストIA Engineering Context IA (1)	エンジニアリングデザインIB Engineering Design IB (2) エンジニアリングコンテクストIB Engineering Context IB (1)	エンジニアリングデザインⅡA Engineering Design IIA (2) エンジニアリングコンテクストⅡA Engineering Context IIA (1)	エンジニアリングデザインⅡB Engineering Design IIB (2) エンジニアリングコンテクストⅡB Engineering Context IIB (1)
IT IT Literacy	コンピュータスキルズIA Computer Skills IA (1)	コンピュータスキルズIB Computer Skills IB (1)	コンピュータスキルズⅡA Computer Skills IIA (1)	コンピュータスキルズⅡB Computer Skills IIB (1)

English STEM教育 English STEM Education Courses

※赤字の科目は海外からの入学者や日本語の修得が不十分な帰国生、留学生対象の科目です。人文社会科目では、主に英語表現や文化歴史の科目を英語で学び、第二言語では、日本語の修得をめざします。

The courses in red are for international students and Japanese returnees whose English is stronger than their Japanese. For such students, language arts and humanities courses are offered in English, and Japanese as a foreign language is offered in place of English language courses.

必修科目(単位) Required Courses (credit)
選択科目(単位) Elective Courses (credit)
English STEM教育科目 English STEM Education Courses
選択必修科目(単位) Compulsory Elective Courses (credit)
オタゴポリテクニク科目(単位) Otago Polytechnic Courses (credit)

3年次
3rd Year

修得最低単位数 32単位
Minimum Credit Requirement : 32 credits

ニュージーランド留学 Study in New Zealand	3年次　3rd Year 科目名　Course Name

企業インターンシップ／企業プロジェクト
Internship at Company / Project with Company

教養科目 General Education Courses

人文社会 Humanities

留学直前集中講義
Intensive course before studying abroad

グローバルスタディーズ Global Studies	(2)
生活と文化 Global Life and Culture	(4)

第二言語 Second Language

ファンクショナルイングリッシュ Functional English	(3)
テクニカルイングリッシュ Engineering Communication	(4)

専門科目 Specialized Courses

共創科目 Co-creation

エンジニアリングデザインⅢ Engineering Design III	(8)
工学基礎実技 Engineering Practice	(3)

専門領域 Specialized Field

数理工学 Engineering Mathematics	(4)
プログラミング基礎 Programming 1	(4)
コンピュータ工学基礎 Engineering Computing	(4)
電気回路I Electrical Principles	(4)
電子工学 Electronic Principles	(4)
電力工学 Elements of Power Engineering	(4)
ネットワーク概論 Introduction to Network	(4)
工業力学 Engineering Mechanics	(4)
機械設計製図法 Engineering Design & Drawing	(4)
熱伝導工学 Thermodynamics and Heat Transfer	(4)
流体工学 Fluid Mechanics	(4)
材料科学 Material Science	(4)
電気基礎 Electrical Fundamentals	(4)
プログラミング Programming 2	(4)
Webデザイン Web1 - Technology & Development	(4)
ビジネスコンピューティング Business Computing	(4)
システム分析基礎 Introduction to Systems and Analysis	(4)
マーケティング基礎 Introduction to Marketing	(4)
マネジメント Management	(4)

ニュージーランド留学　Study in New Zealand



ニュージーランド国立オタゴポリテクニク　Otago Polytechnic in New Zealand

【グローバルスタディーズ Global Studies】

1年間のニュージーランド留学を充実したものにするため、留学に必要な事前準備を行います。円滑にホームステイを送るために必要な英語力や異文化理解、他者への尊敬と思いやりの気持ちを養います。現地の地理的、文化的な様子やキャンパスでのアクティビティの状況を自ら調査し、現地での生活をより快適に、また活発にするために活用します。現地で受講する科目の予習も行います。

In order for students to fully benefit from their academic year in New Zealand, we provide preparatory training in advance. This includes gaining a sufficient level of English for a smooth homestay experience and learning to respect and be compassionate to others. Students individually study the local geography, culture, and activities of their future campus area. This information is valuable for living a comfortable life there. They also prepare for the courses they will take.

【ファンクショナルイングリッシュ Functional English】

ニュージーランドでの生活や現地授業において、順調に過ごすために必要なスキルを身につけます。英語独特の話し方を学び、日々の生活の中で、各自が効果的にコミュニケーションを図れるようにしていきます。異文化環境の中で順応しながら、慣れ親しんだ状況、またそうでない状況においても、他者を理解し自分の意見や考えを表現できるようにしていきます。チームで協働し、コミュニケーション力、交渉力、考えを発展させる力を身に付け、多文化チームプロジェクトにおいても協力し合うことを学びます。

Students will learn the necessary skills to live a smooth life in New Zealand. They will learn the characteristics of spoken English and how to effectively communicate in their everyday life. The ability to adapt to a foreign environment and communicate their thoughts and feelings in familiar/unfamiliar circumstances will improve their skills in teamwork, communication, negotiation, cognitive thinking, and cooperating in a multi-cultural team project.

【エンジニアリングデザインⅢ Engineering Design III】

技術的、工学的知識を総合的に理解します。自分たちが選んだ分野で、教員や学生たちと協議を重ねながら設計概要をまとめ、それに沿った製作活動、システム作成を行います。製作目的や製作過程の説明文書を作成するとともに、プロトタイプ、コンピューターモデル、コンピューターシステム制作を行います。さまざまなプレゼンテーション技術を用い、プロジェクトの成果を学生、教員または企業の方々に英語で発表を行います。

Students will gain an integrated knowledge of technology and engineering. Through repeated discussions with instructors and team members they choose and define a project area and prepare a design. This is followed by the production process and system creation. Students prepare reports on the purpose and manufacturing process of the project while building actual prototypes, computer models, and/or computer systems. The outcomes of these projects are presented to other students, teachers, and corporations in various formats using English.

【工学基礎実技 Engineering Practice】

CAD、3Dモデリングなどを用いて数学や物理の知識を実際に応用していくことを学びます。

Students learn to apply their knowledge in mathematics and physics through practice with CAD and 3D modeling.

【専門領域 Specialized Field】

選択必修科目から2科目、選択科目から1科目を履修します。

Students choose two Compulsory Elective Courses and one Elective Course.

4・5年次
4th and 5th Years

修得最低単位数 32単位
Minimum Credit Requirement : 32 credits

修得最低単位数 27単位
Minimum Credit Requirement : 27 credits

		4年次 4th Year		5年次 5th Year	
		前学期 1st Semester	後学期 2nd Semester	前学期 1st Semester	後学期 2nd Semester
	特別活動 Special Activities	特別活動 人間と自然Ⅰ Special Activities Humanity and Nature I		特別活動 人間と自然Ⅱ Special Activities Humanity and Nature II	
	インターンシップ Internship	インターンシップⅠ Internship I (1)		インターンシップⅡ Internship II (1)	アントレプレナーシップ Entrepreneurship (1)
教養科目 General Education Courses	人文社会 Humanities	アカデミックライティング Academic Writing (1)			
		社会科学 Social Science (2)	人文科学 Humanities (2)	心理学 Psychology (2)	
	保健体育・他 Health and Physical Education	保健体育ⅢA Health and Physical Education IIIA (1)	保健体育ⅢB Health and Physical Education IIIB (1)		
	第二言語 Second Language	総合英語IA Comprehensive English IA (1)	総合英語IB Comprehensive English IB (1)	総合英語ⅡA Comprehensive English IIA (1)	総合英語ⅡB Comprehensive English IIB (1)
		テクニカルコミュニケーション Technical Communication (2)			
	自然科学 Natural Science	数理統計 Mathematical Statistics (2)			
専門科目 Specialized Courses	共創科目 Co-creation	エンジニアリングデザインⅣA Engineering Design IV A (2)	エンジニアリングデザインⅣB Engineering Design IV B (2)	エンジニアリングデザインⅤA Engineering Design V A (2)	エンジニアリングデザインⅤB Engineering Design V B (2)
	工学基礎 Basic Engineering	応用数学IA Applied Mathematics IA (2)	応用数学IB Applied Mathematics IB (2)	応用数学ⅡA Applied Mathematics IIA (2)	応用数学ⅡB Applied Mathematics IIB (2)
				制御数学 Engineering Mathematics (2)	
		応用物理IA Applied Physics IA (2)	応用物理IB Applied Physics IB (2)	応用物理ⅡA Applied Physics IIA (2)	応用物理ⅡB Applied Physics IIB (2)
		応用化学IA Applied Chemistry IA (2)	応用化学IB Applied Chemistry IB (2)	応用化学ⅡA Applied Chemistry IIA (2)	応用化学ⅡB Applied Chemistry IIB (2)
		応用生物Ⅰ Applied Biology Ⅰ (2)	English STEM教育 English STEM Education Courses		応用生物Ⅱ Applied Biology II (2)
	専門領域 Specialized Field	電気回路ⅡA Electric Circuits IIA (2)	電気回路ⅡB Electric Circuits IIB (2)	電子回路 Electronic Circuits (2)	電気電子機器 Electrical Machinery and Electronic Applications (2)
		電気磁気学A Electromagnetics A (2)	電子回路基礎 Basic Electronic Circuits (2)	電気電子材料 Electric and Electronic Materials Engineering (2)	電気電子計測工学 Electrical and Electronic Instrumentation Engineering (2)
		機械製図 Technical Drawing (2)	電気磁気学B Electromagnetics B (2)	材料力学Ⅱ Mechanics of Materials II (2)	制御工学 Control Engineering (2)
		機械工作 Machining (2)	材料力学I Mechanics of Materials I (2)	計測工学 Measurement Engineering (2)	情報数学ⅡB Information Mathematics IIB (2)
		情報数学I Information Mathematics I (2)	コンピュータシステムB Computer System B (2)	情報数学ⅡA Information Mathematics IIA (2)	データベース Database (2)
		コンピュータシステムA Computer System A (2)	ソフトウエア工学 Software Engineering (2)	ソフトウエア工学演習 Software Engineering Lab (2)	企業会計 Business Accounting (2)
		化学と安全 Fundamental of Laboratory Safety (2)	データ構造とアルゴリズム Data Structures and Algorithms (2)	ビジネス概論 Introduction to Management (2)	応用化学実験・演習B Applied Experiment and Practice in Chemistry B (3)
		物質の状態と反応 Chemistry of Phase and Reaction (2)	化学工学 Chemical Engineering (2)	応用化学実験・演習A Applied Experiment and Practice in Chemistry A (3)	高分子化学 Polymer Chemistry (2)
			分析化学 Analytical Chemistry (2)	プログラミングA Programming A (2)	
			コンピュータアーキテクチャ Computer Architecture (2)		
		プログラミング演習A Programming Lab A (2)	機械要素設計 Design of Machine Element (2)	過渡現象 Transient Phenomena (2)	材料工学 Materials Engineering (2)
			熱力学 Thermodynamics (2)	電気製図 Drawing Skills in Electrical Engineering (1)	物性工学 Physical Electronics (2)
			流体力学 Fluid Mechanics (2)	熱工学 Thermal Engineering (2)	ネットワークシステム演習 Network Systems Lab (2)
			プログラミング演習B Programming Lab B (2)	オペレーティングシステム Operating System (2)	メディア情報 Media Informatics (2)
			エネルギー電気化学 Electrochemistry for Energy Conversion and Storage (2)	環境化学 Environmental Chemistry (2)	ビジネス特論 Advanced Topics in Business (2)
					プログラミングB Programming B (2)

9. Study

9.1 Academic Year, Semester, Holiday

Academic Year and Semester

The academic year is from April 1st to March 31st and divided into the first semester and the second semester.
Classes are conducted for over 35 weeks per year including the examination periods.

School Day and Holiday

School days and holidays in the 2019-2020 academic year are as follows.

First semester: April 1st to September 8th, 2019
Second semester: September 25th, 2019 to March 31st, 2020

Summer holiday: August 8th to September 8th
Winter holiday: December 26th to January 6th
Spring holiday: March 4th to March 31st

In addition, intensive classes, make-up classes, and events may be conducted during the holidays above.

Information about Changes due to Emergency

If the College is closed or the schedule of classes is changed due to typhoons, earthquakes, heavy snow, or other unpredictable reasons, information will be provided on our website or by email.

<Website>
https://www.ict-kanazawa.ac.jp/k.html
(The QR code can also be used to access.)

Please note that there may be a case that our website cannot be updated depending on the situation.

<Registration for email distribution>
We ask that registration be completed every academic year. We will send information regarding this matter when the time comes. Please register your email address according to the instructions.

9.2 Class Schedule

Time Schedule

The weekly class schedule has been created for each class in the Department of Science and Technology.

The following table shows the daily schedule at the Hakusanroku campus:

Period	Time
1	8:40 - 10:20
2	10:30 - 12:10
Lunch	
3	13:00 - 14:40
4	14:50 - 16:30
Learning session	19:30 - 21:30

Learning Session

All 1st and 2nd year students are required to attend the learning session, which is the time for active learning. Students can gather at "Library and Work Commons" and Learning Mentors will help students review the contents in class, prepare for the following day, and learn in a team as necessary. Students should make effective use of the time to acquire learning contents and skills.

Changing Schedule

When the schedule is changed, students will be informed accordingly.

Missing a Day or Class

Students must attend classes to obtain credits. Even when a student has an unavoidable reason, credits are not given if the student misses more than one-fifth of the required number of classes.
Entry after the class starting time is treated as tardy, leaving before the class ending time is treated as early dismissal.

Absences to be Treated as Attendance

If students are absent for the reasons below, the absence will be treated as attendance. In this case, students must inform the class adviser accordingly.

Congratulation or Condolence

Marriage of siblings	1 day
Memorial service for parents or siblings	1 day
Death of parents	7 days
Death of grandparents or siblings	3 days
Death of great−grandparents, aunt, uncle, or cousins	1 day
Death of other members of family	1 day

Other Reasons

Official business
Disasters or traffic accidents
National exams or employment exams
Official off-campus activities
Other reasons allowed by the President

Criteria for Suspension from Classes and Suspension Period

According to the School Health and Safety Act, if students suffer from the following infectious diseases, they cannot attend classes. (It will be treated as a suspension of attendance and will not be absence.) After a sick student has been recovered in accordance with the instructions of a doctor and the doctor has given permission to go to school, the student must submit a "Byouketsu Shoumeisyo (sick leave certification form issued from the ICT office)" that the doctor has filled in, or the medical certificate issued by a medical institution to the class adviser.

Type	Features	Relevant infectious disease	Suspension duration
Type 1	Rare, but serious infection	Ebola hemorrhagic fever, Crimea, Congo fever, smallpox, South American hemorrhagic fever, plague, Marburg fever, Lassa fever, acute poliomyelitis, diphtheria, severe acute respiratory syndrome, avian influenza (H5N1 type), designated infection, new infection, infectious diseases such as novel influenza	Until it has healed
Type 2	Droplet infection that can cause a pandemic	Influenza * Excluding avian influenza (H5N1 type)	Until 5 days have passed since the day fever started, and 2 days have passed since fever has gone down
		Whooping cough	Until characteristic cough has gone, or an appropriate antimicrobial therapy for 5 days has ended
		Measles	Until 3 days have passed since fever with rash has gone down
		Epidemic parotitis	Until 5 days have passed since the swelling of the parotid, submandibular, or sublingual gland appeared and until overall physical condition has become good
		Rubella	Until rash has gone
		Chickenpox	Until all parts with rash have developed scabs
		Pharyngeal conjunctival fever	Until 2 days have passed since the main symptom has gone
		Tuberculosis	Until a school physician or another physician acknowledges that there is no longer fear of infection (as a guide, until the results of sputum smear on different days have been negative 3 times in a row)
		Meningococcal meningitis	Until a school physician or another physician acknowledges that there is no longer fear of infection
Type 3	Infectious diseases that are not subject to droplet infection but are likely to spread	Cholera, bacterial dysentery, intestinal hemorrhagic E. coli infection, typhoid fever, paratyphoid, acute epidemic keratoconjunctivitis	Until a school physician or another physician acknowledges that there is no longer fear of infection
		Other infectious diseases, such as norovirus/rotavirus infection, and mycoplasma infection	The President will decide the duration based on a school physician's opinion. As a basic rule, it is until 5 days have passed since the start of symptoms, but may be extended depending on the condition.

9.3 Examinations

Exams are conducted to evaluate student's learning status for each course and to certify credits. There are periodic exams (final exams), re-exams, make-up exams, supplementary exams for certifying credits, and others exams.
If students miss an exam without proper reasons or miss an exam as a disciplinary action, they will receive 0 points for the relevant exam.
In addition, those who have been found cheating on any exam will receive 0 points for all courses during that exam period. If students receive 0 points due to cheating, they cannot take make-up exams or re-exams.

Periodic Exams

Periodic exams are conducted at the end of each semester.
The periodic exam schedule for the 2019-20 academic year is as follows.

Final exam in the 1st semester	August 1st to August 3rd
Final exam in the 2nd semester	January 29th to January 31st

Re-exams

A re-exam may be conducted for those who have failed the original periodic exam.

Make-up Exams

A make-up exam may be conducted for those who could not take the original periodic exam due to unavoidable reasons, such as contagious diseases and club games against other teams.

Supplementary Exams for Certifying Credits

A supplementary exam for certifying credits may be conducted for those who have advanced to the next grade but have not acquired the required credits by the relevant grade.

Other Exams

Other exams include mid-term tests, quizzes, and supplementary tests which are for those who have poor academic results. These exams may be conducted if the teacher in charge of the relevant course thinks that the exams are necessary.

9.4 Academic Results

Credits

Credits in the curriculum indicate the learning amount corresponding to the unit hours required for each course. As a general rule, 30 unit hours are worth one credit (one unit hour = 50 minutes).

On the other hand, some courses require 45 unit hours for one credit. 30 unit hours out of 45 unit hours are used for learning outside class such as preview and review, and 15 unit hours are used for classes as a standard. Credits calculated in this way are called "college-type credits" and are generally used in universities.

Credit Certification and Grading

Grade for each course is decided according to the evaluation criteria in the syllabus, taking into consideration student's exam results, daily learning status, and attendance.

The teacher in charge of each course will evaluate the academic results. The College acknowledges that students have finished a course when they attend the classes for four-fifths of the total unit hours or more, and grants the credits when they score 60 or more out of 100 in their course grade. This score is graded according to the classification in the table below. The grade will be recorded in a guidance record, transcript, or other documents.

The score will be 60 points for the course of which students obtain credits by re-exam or supplementary exam.

Grading Academic Results

Score	100 - 90	89 - 80	79 - 70	69 - 60	59 - 0	0
Grade	S (Outstanding)	A (Very good)	B (Good)	C (Pass)	D (Poor grades)	F (Poor attendance)
Grade points	4	3	2	1	0	0

GPA

Grade Point Average (GPA) indicates the average of grades per credit in all courses based on the grade of each course. Using GPA, students can check overall evaluation at the end of each semester. It goes without saying that the GPA will be high if the grades of individual courses are high. However, since all registered courses will be used for the calculation, students need to make efforts to attend classes in their registered courses and acquire credits.
In addition, evaluations using GPA will provide basic information for future educational guidance, career guidance, and guidance on enrolling in a university. (The GPA will be used as qualification for transfer to a university based on recommendation.) Students should strive to study on a daily basis.

Grade and how to calculate GPA

Grade	Grade point
S (Outstanding)	4 points
A (Very good)	3 points
B (Good)	2 points
C (Pass)	1 point
D (Poor grades)	0 points
F (Poor attendance)	0 points

$$\text{GPA} = \frac{\text{Total of all courses (Grade points} \times \text{Number of credits)}}{\text{Total number of credits in all courses}}$$

Example:

$$\text{GPA} = \frac{(4 \times 2) + (3 \times 2) + (2 \times 4)}{8} = 2.75$$

Note: GPA is rounded off to two decimal places.

Report Cards

Report cards will be mailed to guardians after each semester. In addition, if there is a need to talk about grades and other issues, we may contact guardians.

9.5 Portfolio

manaba, the learning support system

Students use the cloud-type learning support system, called "manaba". manaba has been installed in domestic higher education institutions. Students use manaba to submit answers for quizzes and reports that are set for each course.
It is also used for career building such as self-examination and to store school records in portfolios for five years. It can be accessed from smart phones so that students can review their daily learning status and their growth.

9.6 Regional Activities and Projects

The SDGs (Sustainable Development Goals) are 17 goals agreed upon by all members of the United Nations in 2015 to transform our world ensuring that "no one is left behind".

Our school is carrying out the following social implementation projects which link local, everyday issues with the global challenges identified in the 17 SDGs.

- Contributing to regional revitalization
- Developing equipment/hardware to support sports players with disabilities
- Installing a small-scale electricity system and improving life in a Mozambican village
- Taking local traffic safety measures
- Solving problems in rural areas in Asian countries
- Helping foreign residents

9.7 Promotion and Graduation

Requirements for Promotion

1st to 4th students who satisfy the following conditions are certified in completing the curriculum of the current grade and can move up to the next grade.

(1) Students have obtained more than the minimum required number of credits for the current grade stipulated in the Regulations.
(For the minimum required number of credits, refer to "Curriculum". For credit certification, refer to "6.4 Academic Results".)

(2) The number of days attended in the current grade is more than four-fifths of the required days.

Exception for Promotion

1st to 3rd year students who did not satisfy the requirement (1) above will be deemed to have completed the current grade and be able to move up to the next grade if they satisfy the following (1) and (2) requirements. 4th year students need to satisfy all of the following (1) to (3) requirements to do the same.

(1) Students have obtained the credits in the courses in the following Table 1, which are required to complete the current grade.

(2) The number of obtained credits exceeds the accumulated number of credits required for promotion described in Table 2.

(3) Students have obtained all the credits of the courses required for the 1st to 3rd years.

Table 1: The courses required to complete each grade

Department	Course	
	1st year	2nd year
Science and Technology	Engineering Design IA and IB	Engineering Design IIA and IIB

Table 2: The accumulated number of credits required for promotion and graduation

Year / Department	1st year	2nd year	3rd year	4th year	5th year
Science and Technology	26 (38)	72 (76)	100 (108)	133 (140)	167 (167)

Note 1: The number in the brackets is the accumulated minimum required number of credits.

Limitation to Repetition of the Same Grade

Students can repeat the same grade one time only.

Requirements for Graduation

Students who satisfy the following (1) to (3) can complete the curriculum and graduate from school.

(1) Students have obtained more than the minimum required number of credits stipulated in the Regulations.
(For the minimum required number of credits, refer to "Curriculum". For credit certification, refer to "6.4 Academic Results".)

(2) Students have participated in Special Activities for at least 90 unit hours by graduation.

(3) The number of days attended in the current grade is more than four-fifths of the required days.

Students who have acquired the specified number of credits by completing the courses and educational programs established according to our school's educational philosophy/purpose and whose graduation has been approved will receive a graduation certificate and an associate degree (Engineering).

10. Club Activities

Significance of Club Activities

While classes are important to form students' character, club activities are other important aspects and are expected to have a great effect on their education.

Club activities are positive group activities and educationally very important to foster students who are mentally and physically healthy. Students can build vertical and horizontal human connections beyond the borders of departments and grades, have experiences as members or leaders of the clubs, and build personal connection with the club adviser. This helps students form a whole personality and make their school lives even more fulfilling.

In addition, there is a "day of club activities" once a week which encourages lively activities.

For the reasons above, our school strongly encourages club activities. All 1st and 2nd year students must join a club.

Events Related to Club and Project Activities

Technical College Sports Tournament

It is held in August every year as part of technical college education in order to provide students many chances to practice sports, improve their skills, enhance their amateur sports spirit, and foster them as mentally and physically healthy students.
Japan is divided into eight regions and representatives from each region compete in the national competition.
Our school belongs to the Tokai/Hokuriku regional block. Technical colleges from Toyama, Fukui, Ishikawa (including our school) compete in the Hokuriku Regional Technical College Sports Tournament in July every year to be chosen as the representatives.

High School Athletic Meet

1st, 2nd, and 3rd year students in sports clubs can participate. Most of the sports clubs at our school participate in this athletic meet in spring and autumn.

Culture Club Presentations and Brass Band Club Concert

Culture clubs display and present their works every October at the ICT festival. The brass band club also has an annual concert at the ICT festival. This is a good opportunity for them to show the accomplishment of their daily practice.

National NHK Student Robot Contest (Yumekobo Project)

This is held every year for students of technical colleges. The participants make robots according to the same mission and compete to accomplish it.
Through the contest, students can cultivate their imagination and originality.

KOSEN Programing Contest (Computer Club)

Our school participates in this contest every year and competes for excellence of ideas and implementation ability in information processing technology, and has achieved great results.

Club Names, Advisers, and Coaches

Club Activities Vitalization Committee: Akihiro Takimoto

Clubs	Adviser's names	Coach's names
Track	○Moemi Taniguchi, Ryo Kanai	
Basketball	○Akihiro Tsuda, Shunichi Nakaizumi	
Tennis	○Kiyoshi Ueda, Hajime Miyano, Hitoshi Kihara	Toyoshi Maruta
Baseball	○ Satoshi Fujishima, Akihiro Takimoto (concurrent role)	
Soccer	○ Yoshimitsu Miyano, Omihito Miyano, Tomio Osaki	
Table tennis	○Koichi Kodama, Akiyuki Minamide	
Badminton	○Nobuyuki Naoe, Hitomi Sakai	
Swimming	○Takeshi Fujisawa, Kazuya Takemata	
Kendo	○Tetsuya Koma, Justin Han	
Handball	○Akihiro Takimoto, Stevenson Ian, Mikiko Sode	
Brass band	○Tadakazu Sakakura	Nobuo Yonemori
Broadcast and radio	○Akio Imazawa, Eiichi Sentoku	
Computer	○Keimei Tamura	
Photo	○Kunio Tochi, Robert Songer	
Art	○Arihiro Kodaka	
Hands on	○Kouhei Ito	
Nature & Adventure	○Shuntaro Yamazaki, Yutaka Katabe, Philip Cadzow, Kazuki Yamashita	Yukiya Owari
Language & Culture	○Pauline Baird, Stevenson Ian, Shinobu Ohara	
Design & Fabrication	○Taisei Ise, Meguru Ito, Kah Keng Tan	

The volleyball, soft tennis, judo, ski, and go and shogi clubs are suspended.
The ○ mark indicates the main club adviser.

Projects

Projects	Adviser's names
Robocon	○Michihiro Hayashi ○Tetsuo Moroya, Keisuke Inoue, Taisei Ise, Hayato Ogawa, Seiichiro Umeno
Procon	○Keimei Tamura, Takeshi Fujisawa, Meguru Ito, Robert Songer
Dezacon	○Ryo Kanai, Hitomi Sakai
English Presentation	○Shinobu Ohara, Stevenson Ian

Special Lecture

Lecture	Adviser's names	Lecturer
Flower arrangement	○Takako Utsunomiya, Fumi Kuroda, Justin Han	Houwa Minamikawa

11. School Activities

Orientation

Our new student orientation (about how to study, the curriculum, club activities, student council, etc.) helps students learn about how to spend their daily lives and set their own goals. Our school expects students to spend time making a meaningful student life.

Company Visits

Students visit companies and industrial sites in Japan. They observe the company's technology, learn about the work culture, foster dreams as engineers, and enhance their motivation for learning.

School Sports Day / Ball Sports Day

Students develop physical fitness and energy, as well as build friendships.

National Technical College Sports Tournament

The tournament aims to promote sports and mutual friendship among technical colleges, as well as develop healthy minds and bodies.

57 technical colleges are divided into 8 blocks and the highest ranking teams from each block compete in the national tournament every August.

Our school belongs to the Hokuriku regional block and competes in the Hokuriku Regional Technical College Sports Tournament with technical colleges from Toyama, Ishikawa, and Fukui.

Brass Band Club Concert

The ICT brass band club has an annual concert every October. Through music, our school interacts with local residents and contributes to cultural development.

ICT Festival

The ICT festival held in October is the biggest cultural school event.

Students set up displays and give presentations about the accomplishments they worked on over the year. Examples of things at the festival are capstone project introductions, experiments, displays, culture club introductions, and food vendors.

This is a good opportunity for students to let people outside of school know their accomplishments.

Training Program in KIT Anamizu Bay Seminar House

Through well-regulated life and group activities, both students and teachers gain friendship and trust with each other in a rich natural environment. They can also foster compassion and gratitude, cultivate a sense of ethics, and learn the importance of teamwork and leadership. Japanese students become more conscious of themselves as Japanese citizens through activities that are related to their daily lives.

School Trip to Singapore

4th year students visit Singapore for one week during the 2nd semester.

Students broaden their perspectives through various activities, including interacting with students from Singapore Polytechnic (SP), one of our partner schools. These activities help them to prepare for their future as engineers.

12. School Office

The school office supports students' study and school lives and handles various matters so that students can be safe and comfortable at school. For example, the school office deals with certifications and applications, answers questions, gives advice, and offers ways to cope with problems. Students can come to the office without hesitation.

Student ID Cards

The student ID card proves that you're a student of International College of Technology, Kanazawa. Students need to carry their ID cards with them at all times. The ID card is required to enter the school buildings, use the LC, and ask for a certificate. They must show their ID cards whenever our faculty, staff members, or other concerned persons tell them to do so. They cannot lend or give their ID cards to others.

In addition, the ID card is equipped with an IC chip and can be damaged if bent or pressured. Students must handle it carefully.

[Issuing Student ID Cards]

The student ID card is issued by the President at the beginning of the first year.

[Reissuing Student ID Cards]

If students lose, damage, or have their student ID card stolen, they must tell the class adviser and then the school office, and submit a request for a reissue of their card. If students find the lost or stolen card, they must return it to the school office immediately.

[Return and Invalidity of Student ID Cards]

The student ID card is valid for five years from the first year to the fifth year. Students must return their ID cards to the school office immediately after they become invalid or when student registration is removed from the school because of graduation, withdrawal, or dismissal. Student ID cards that have had student information changed without permission will be invalid. Loss of an ID card can cause many problems. Students need to handle them carefully.

Various Certifications and Applications

Document	When to use	Receive from	Submit to
Request for Certificate	When students need a Certificate of Enrollment, transcript, graduation letter, student ID card (reissuance), etc.	School office	School office
Request for Reissuing Student ID Card	When students loss their student ID cards	School office	Class adviser → Dean of Students → School office
Report of Commute by Bicycle	When students commute by bicycle	Class adviser	Class adviser → Dean of Students
Request for Commuting by Moped	When students commute by moped	Class adviser	Class adviser → Dean of Students
Request for Rental PC Repair	When a student's rental PC is broken (for 1st year to 3rd year students)	Class adviser	Class adviser → person herself/himself → PC center (bldg. #8, 3F)
Request for Taking Rental PC out of Campus	When students take their rental PCs off campus	Class adviser	Class adviser → Dean of Academic Affairs → Information Education Committee
Certificate of Attendance	When students obtain a Student Concession Pass (JR, Hokuriku Rail Road)	School office	School office
Report of Late Arrival and Early Departure	When students take sick leave (including early departure and late arrival)	School office	Faculty in charge of the relevant course (Class adviser)
Disaster Report, Notification of Medical Treatment	When students get injured under the supervision of our school	School office	Supervisor → Dean of Students → Director of Campus Safety Management → School office
Request for Staying off Campus	When students go on a trip or stay off campus	School office	Class adviser → Dean of Students → School office
Report of Lost Property	When students loss their items	Class adviser	Class adviser → Dean of Students
Report of Theft	When students' items got stolen	Class adviser	Class adviser → Dean of Students
Report of Change in Personal Information	When personal information is changed	School office	Class adviser → School office
Report of Change in Address or Name	When a guardian, parent, or student's address or name is changed	School office	Class adviser → School office
Application for Irregular Clothes	When students wear irregular clothes due to injury or other reasons	Class adviser	Class adviser → Dean of Students

Sick Leave Certificate	When students have infectious diseases previously described	School office	Class adviser
Request for Study Abroad	When students go abroad to study	English teacher	English teacher
Report of End of Study Abroad	When study abroad ends	English teacher	English teacher
Report of Cancellation of Study Abroad	When students return to Japan after cancelling a study abroad	English teacher	English teacher
Request for Changing Department	When students change their departments	Class adviser	Class adviser
Request for Leave of Absence	When students take a leave of absence	Class adviser	Class adviser
Request for Resumption of Studies	When students return to school from an absence	Class adviser	Class adviser
Request for Withdrawal	When students withdraw from school	Class adviser	Class adviser

<Procedure in case of "Request for Reissuing Student ID Card">

The relevant student goes to the school office to receive the necessary document and gets approval from - (1) Class adviser → (2) Dean of Students → (3) School office - in this order.

Financial Aid for Students

Student Loans

The student loan system provides loans for tuition and school expenses to students who are excellent but have difficulty in pursuing their studies for financial reasons, and is provided by various organizations such as Japan Student Services Organization, local governments, and judicial foundations.

<Japan Student Services Organization>

For example, students who commute from home can select a loan amount from 10,000 yen or 32,000 yen (30,000 yen or 53,000 yen from the 4th year) and must satisfy the following conditions to receive the loan.

- Academic ability
  1st year students must have a grade point average of 3.5 or more in the final year of their junior high school. 2nd to 5th year students must have a grade point average higher than the average of their department in our school.
- Household budget
  The annual income of the main provider of the student's household after special deductions stipulated in the rules must be less than the income standard set by the organization.

The President will recommend the applicants to the organization, which will make the decision.
There is also an urgent acceptance system for students who find it difficult to continue their studies due to rapid changes in household finances.

<Ishikawa Prefecture>

30,000 yen per month (44,000 yen from the 4th year) will be lent to students who satisfy the following conditions.

- Students whose parents or guardians are currently living in Ishikawa (From the 4th year, they are required to have lived in Ishikawa for three years or more.)
- Students who are eager to study and have difficulty paying for school expenses
- Students who have not received a loan from Japan Student Services Organization

The President will recommend the applicants to the Ishikawa Prefecture government, which will make the decision.

Most loans must be processed by students themselves. If students need a certificate from the school, they can contact the school office.
For details, please contact the school office.

Leadership Award Scholarship

ICT supports student's innovation to create a world where "no one is left behind".

The SDGs (Sustainable Development Goals) are 17 goals to transform the world agreed upon by all members of the United Nations. At International College of Technology and Kanazawa Institute of Technology we are carrying out social implementation projects which link local, everyday issues with the global challenges identified in these goals. The Leadership Award Scholarships were created to support students who show exceptional leadership in carrying out these projects.

ICT aims to produce global innovators and offers four "ICT Leadership Awards Scholarship". ICT will support students who can provide leadership in various activities.

(1) ICT Leadership Award Golden Eagle Scholarship Outline: ICT supports students who can deepen the understanding of sustainable society, find and solve social issues, and demonstrate leadership. Quota: 3 students Target: 2nd year students (At the end of the school year) Evaluation Criteria: Grades from previous years, participates in the SDGs startup program, plays active leadership role, provides information about their personal growth Amount: 1,400,000 yen	(2) CWIE International COOP Education Scholarship Outline: ICT will support students who receive overseas co-op education based on CWIE (Cooperative and Work-integrated Education), such as internships at overseas companies or international conferences. Quota: 4 students Target: 4th and 5th year students Evaluation Criteria: Grades from previous years, understands CWIE, how students work on assignments and internships at overseas companies Amount: 300,000 yen
(3) ICT Leadership Award Gold Scholarship Outline: ICT will provide scholarship to students who demonstrate active leadership and who are good examples to other students in various activities inside and outside the campuses. Quota: 10 students Target: Students in each year Evaluation Criteria: Grades from all courses, participates in various activities on and off campus, plays active leadership role, provides information about their personal growth Amount: 300,000 yen	(4) ICT Leadership Award Silver Scholarship Outline: ICT will provide scholarship to students who demonstrate active leadership and who are good examples to other students in various activities inside and outside the campus. Quota: 10 students Target: Students in each year Evaluation Criteria: Grades from all courses, participates in various activities on and off campus, plays active leadership, provides information about their personal growth Amount: 250,000 yen

* The quota will be changed for students who will be enrolled in the 2020 academic year.

Mutual Aid Disaster Insurance

JAPAN SPORT COUNCIL's Mutual Aid Disaster Insurance

JAPAN SPORT COUNCIL's Mutual Aid Disaster Insurance offers parents and guardians coverage for medical expenses and consolatory payments for disasters and accidents that occur to students while under school supervision. Many schools have joined this system. All students of our school must purchase this insurance policy.

<Benefits for Medical Expenses>

In general, health insurances cover 70% of the total medical expenses if a student gets injured while under school supervision. The remaining 30% is paid by the individual.
The 30% paid by the individual will be covered by JAPAN SPORT COUNCIL.
In other words, all the medical expenses will be covered by combining health insurances and JAPAN SPORT COUNCIL's Mutual Aid Disaster Insurance.

<Range of School Supervision>

During classes, club activities, break times between classes, and commute time

<Premium>

The annual premium in the 2019 fiscal year is 1,955 yen per person.

<Procedure>

If a student is injured and would like to make an insurance claim, they need to contact our school (through the school office) as soon as possible and take the necessary procedures to apply for insurance benefits.
There are some restrictions for receiving benefits. For details, please contact the school office.

13. School Life
Counseling Center

Counseling on Hakusanroku Campus

We have "the ICT Counseling Center Suboffice" on the Hakusanroku Campus. A counselor will visit the Hakusanroku Campus for the 2019 academic year on the day below. If you would like to receive counseling, please come to Counseling Room. It's next to the clinic on the first floor of the KIT Innovation Hub.

Date and time: Every Wednesday 13:30 -17:00
during the school period
Place: Counseling Room
(KIT Innovation Hub first floor, next to the clinic)

* It is subject to change due to school activities and such.

Contacting the Counseling Center

If you would like to contact a counselor or are not sure how to use the Counseling Center, please contact the Counseling Center. You can do so by completing a request form. However, we cannot offer on-line counseling. Also we cannot reply to the request form when KIT Counseling Center (Ohgigaoka Campus) is closed.

The Counseling Center will be closed on the following dates:
Aug. 7th (Wed.) - Aug.17th (Sat.), 2019
Dec. 26th (Thu.), 2019 - Jan. 6th (Mon.), 2020

KIT Counseling Center (Ohgigaoka Campus)

We have the Counseling Center to provide you with support and to help your school life more meaningful.
If you feel stress, anxiety or trouble in your daily life, a specialized counselor will provide consultation.
Please don't hesitate to talk to a counselor. Your consultation and your records will be confidential.
The front desk and the counseling room are located in Building 36. (See diagram below.)
If desired, it's possible to receive counseling in a different place on campus.

How to apply for counseling

Counseling Center: Building 36
Make an appointment for your desired time.

↓

Receive an appointment card.

↓

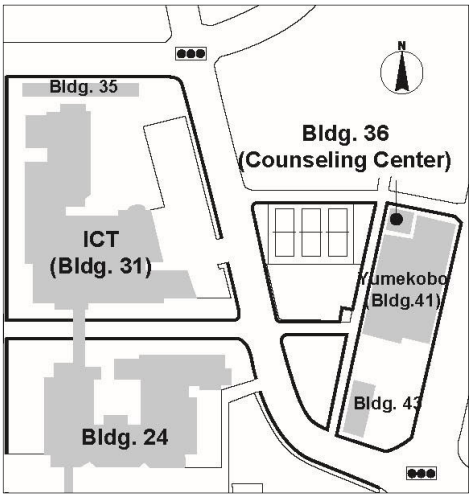
Visit with a counselor at your appointment time.
(Inform the Counseling Center of cancellation in advance when you cannot visit.)

↓

Receive counseling.
(Make another appointment if you'd like to continue.)

↓

Visit with a counselor again at your appointment time.



■ Counseling Reception Days and Hours

Monday - Friday 12:00 - 17:00
* Usually set-up an appointment during these hours.

■ Counseling Days and Hours

Monday - Friday 13:00 - 19:00
(Thursday 13:00 - 17:00)
Saturday 8:30 - 13:00
* Closed on holidays. Closed on some Saturdays.
* Subject to change due to school events.
* Please ask about counseling during long vacations.

Campus Harassment

Campus harassment is to mentally or physically trouble the victim's studies and research and to worsen the environment by inappropriate comments and actions from faculty/staff members or students in education, research, and work. This includes sexual harassment by sexual discrimination and sexual aversion as well as academic harassment related to education and research. Campus harassment has the following two types: "quid pro quo" that gives disadvantage or unfair advantage to a person in educational matters such as credits, evaluation, research guidance, and job placement by using the harasser's position, and "hostile environment" that effects study and research environments by inappropriate comments and behavior.

<quid pro quo harassment>

For example;

- For personal desires, a person asks sexual favors that give students advantage or disadvantage.
- A person forces students to study or research beyond the usual amount, or detains students unnecessarily.
- A person uses abusive language, behaves violently, or intentionally ignores students who do not follow instructions.
- A person excessively behaves coercively, authoritatively, or threateningly. (Situations using a telephone and e-mail are included in this case.)

<hostile environment harassment>

For example;

- A person asks questions or speaks about students' private life against their will.
- A person makes remarks that lack attention to students' personal abilities, physical functions, sexual orientation, etc.
- A person makes remarks or rumors that hurt particular students.
- A person shows pictures and photos that encourage commercialization of sex.
- A person unnecessarily touches a student's body in classrooms and laboratories.
- A person makes sexual or vulgar jokes or imposes sexual obedience.

Is this campus harassment?

Case 1: A teacher made a distasteful joke during class.

This is campus harassment if students are disgusted in the back of their mind even when they are laughing, adjusting themselves to people around them. Similar cases may occur between students. For example, "Club members touch others' bodies more than necessary during club activities".

Case 2: A teacher said "Men are breadwinners. So, study hard."

This is a typical example of "academic harassment", which includes sexist speeches and behaviors based on a wrong perspective in academic research and education. This could be caused by either men or women, even between individuals of the same sex.

Case 3: A teacher does not give advice to students if they do not follow the teacher's instructions.

Intentional ignorance and verbal abuse toward students who do not follow teacher's guidance are also harassment. This includes cases when a harasser intentionally intimidates students, takes authoritative actions or violent behavior toward students, or hurt others' personality or body.

Case 4: A person persistently asked someone's private life.

It may be a difficult case to notice, but it is harassment to ask questions or make remarks about someone's privacy contrary to the person's will or without consent. It also includes slandering and rumoring about particular individuals.

Do not be distressed alone. The best way to solve the problem is to talk to someone.

If you feel that someone's behavior is "harassment" at school, please express the feeling clearly with words and attitudes. And even if you cannot say "no", please do not be distressed alone. International College of Technology, Kanazawa has a school counselor. We will listen to your troubles and think about how to solve them together.

To create an environment where you can study comfortably

When you feel uncomfortable discussing your problem with a counselor by yourself, you can have a counseling session with your friends or ask someone to tell a counselor. The counselor keeps your privacy and always asks your permission before providing your information to any other individuals who need to know the information. If counselling does not help your problem, we can conduct mediation and take necessary measures to create an environment where you can learn with peace of mind.

Protection of Personal Information

Remarkable development of information and communication technology has rapidly popularized the Internet in society and greatly contributes to the creation of new technologies and knowledge. As society is increasingly focused on advanced information, distribution of mass information and instant processing are taken for granted.

As the importance of information is increasing in today's advanced information society, it is very important for Kanazawa Institute of Technology and International College of Technology, Kanazawa (hereinafter referred to as "our school") to properly handle personal information related to students, guardians, graduates, test takers, faculty and staff members, etc. We recognize proper use and protection of such personal information as a natural social responsibility.

Considering the importance of protecting personal information in advanced information communication society, we declare that we strive to protect personal information based on the following policy.

1. In the handling of personal information, our school shall comply with the laws and regulations concerning the protection of personal information. In addition, we shall formulate the "Regulations on Protection of Personal Information" and "Information Security Policy" and familiarize them with all faculty, staff members and stakeholders of this school to strictly comply with them and strive to improve.

2. Our school shall acquire personal information by lawful and fair means.

3. Our school shall deal with personal information according to the purpose that we state when acquiring personal information.

4. When sharing personal information with a third party or outsourcing the handling of personal information to a third party, our school shall conduct a strict investigation on the third party and properly supervise them to keep information confidential.

5. We shall not provide personal information to third parties without prior consent except for those stipulated in laws and regulations.

6. In order to safely and accurately manage personal information, we shall take appropriate information security measures against unauthorized access to personal information and computer virus to prevent loss, destruction, leak, falsification of personal information.

7. When receiving requests for disclosure, correction, suspension of use, and deletion of personal information, we shall promptly respond and take appropriate measures.

<Contact information for inquiries concerning handling of personal information>
ICT Office
Telephone: 076 - 248 - 1080

Teaching Staff 2019

President

President/Professor
Lewis Barksdale

■ **Background and Specialty**
Attended middle school at The American School in Japan (Tokyo). BA in Comparative Cultures, Eckerd College, Florida. MA in English as a Second Language, University of Hawaii. Coursework in Applied Linguistics, University of Texas at Austin. English Teacher at Kinjo Gakuin (Nagoya) Junior High, High School, and Junior College. Lecturer in English Language Center, University of Hawaii. Assistant Professor, Associate Professor, and Professor (English Language) at Kanazawa Institute of Technology. Appointed President of Kanazawa Technical College in 2014. Field of specialty is foreign language acquisition, with research interest in language needs analysis and learner strategies.

■ **Profile/Introduction**
He has the personality of a quiet intellectual with acute observational skills and insight. He built up and led the English language program at KIT for decades. Having spent three fourth of his life in Japan, he has a deep understanding of its society and culture.

■ **Interests and Hobbies**
Enjoys reading history, science, and fiction; listening to classical music; wine.

■ **Current/Recent Updates**
One of the pleasures of growing older is acquiring new tastes that take time to develop. To my own surprise, I recently have an interest in grand opera, and have begun listening to some of the most famous ones. The corresponding and contemporary Japanese traditions are kabuki and bunraku, and these are just as deep. I want to explore all of these during the coming years.

Vice President

Vice President

Dean of International Programs/Professor
Mamoru Mukai

■ **Background and Specialty**
- Graduated from Noda Junior High School (Ishikawa)
- English Language and Literature Dept. College of Foreign Language, Osaka Gakuin University
- Master's in TESOL at Saint Michael's College in Vermont, U.S.A.

Appointed Assistant Professor in 1984
Appointed Associate Professor in 1993
Appointed Professor in 1997
Appointed Vice President in 2012
Majors in TESOL and Second Language Acquisition
Research interests: Developing English Language Teaching and Learning Materials.

■ **Profile/Introduction**
Always cheerful, smiling, and friendly. Kind to the students and gives thoughtful guidance. A pioneer of the international guidance. A pioneer of the international programs and English education at ICT. Everyone from the collaborative schools overseas knows him and trusts him. He speaks English faster than he does Japanese.

■ **Interests and Hobbies**
Watching movies, traveling, and watching sports

■ **Current/Recent Updates**
I want to create classes with an atmosphere where students acquire English not just as an academic subject but for real world communication.

Vice President
Dean of Career Placement
Professor
Ph.D. in Engineering
Takeo Takahashi

■ **Courses**
(Kanazawa) Physics and Chemistry III

■ **Background and Specialty**
- Graduated from Nakase Junior High School (Tokyo)
- Physical Dept. National Defense Academy
- Master's in National Defense Academy
- Ph.D. in Osaka University

Retire from Japan Ground Self-Defense Force
Appointed Professor in 2011
Appointed Vice President in 2014

■ **Profile/Introduction**
My motto is "Future prediction can be inferred by technical prediction". The strong arm atom which was assumed April 7 birth of year 2003 and was televised from 1952 year. And when saying the robotics now, I should guess and know. I'd like to help students show their abundant creativity and challenge "manufacturing", and would like to help them in order to polish their abilities and become the engineers who can play an active part in the future.

■ **Interests and Hobbies**
Travel by car

■ **Current/Recent Updates**
8 years have passed since I worked in Kanazawa where tradition and history are cherished.

Professor

Chair, Deparment of Mechanical Engineering

Professor

Dr. Eng

Kouhei Ito

■ **Courses**
(Kanazawa) Robotics Engineering, Aeronautical Engineering, Control Engineering, Creative Design IV, Capstone Project

■ **Background and Specialty**
- Graduated from Hakodate Matoba Junior High School (Hokkaido)
- Graduated from Department of Aerospace Eng., National Defense Academy
- Master's in Aerospace Eng., National Defense Academy
- Dr. Eng. of Computer Science, University of Tsukuba
- JGSDF 308FM
- Intern of Kawasaki Heavy Industries
- 3rd Laboratory of Technical Research and Development Institute

Appointed Associated Professor in 2006
Appointed Professor in 2009
Majors in Control Engineering, Aerospace Engineering and Computer Science

■ **Profile/Introduction**
I want to keep moving my hands and keep studying the latest technology.
I work passionately about education.
I want students to be passionate and to study.

■ **Interests and Hobbies**
Development of Maze Solving Robot, Robocon

■ **Current/Recent Updates**
My pleasure is to participate in All Japan Micro Mouse Competition and District Tournament.

Vice Chair, Department of Science and Technology

Professor

Ph.D. in Astronomy

Meguru Ito

■ **Courses**
(Hakusanroku) Computer Skills IA, Engineering Context IB, Physics IA, IB, IIA and IIB
(Kanazawa) Electrical Engineering Lab

■ **Background and Specialty**
Graduated from Hokushin Junior High School (Ishikawa)
Bachelor of Physics in Faculty of Science and Technology, Keio University
Master's and PhD in Astronomy, Department of Astronomy, The University of Tokyo
Researcher, National Astronomical Observatory of Japan
Researcher, University of Victoria
Appointed Assistant Professor in October, 2012
Appointed Associate Professor in October, 2015
Appointed Professor in 2019

■ **Profile/Introduction**
I have researched developing a new astronomical observation instrument using laser in abroad. I hope that I can tell students the pressures and difficulties of fabrication through my experiences.

■ **Interests and Hobbies**
Reading books, playing games, and photograph

■ **Current/Recent Updates**
I noticed that I've not taken pictures recently, so I have set my mind to do it again. Hakusan scenery shows different beauty seasonally. I love the winter snow scenery the best.

Professor

Akio Imazawa

■ **Courses**
(Kanazawa)
Data Analysis, Capstone Project, Software Engineering I, Introduction to Management, Business Accounting II

■ **Background and Specialty**
Graduated from Kaishin-daisan Junior High School (Tokyo).
Bachelor of Engineering (Administration Engineering), Keio University. Master of Engineering (Administration Engineering), Keio University.
Doctoral Program Completed without Degree (Administration Engineering), Keio University.
In 1981, appointed Lecturer of Industrial Engineering, Kanazawa Institute of Technology. In 1999, appointed Professor of Electrical Engineering, Kanazawa Technical College. In 2015, appointed Professor of Global Information and Management, Kanazawa Technical College.
Fields of study are Administration Engineering and Behaviormetrics.
Recent research themes are “Intuitive Understanding of Metrical Data” and “Trust Literacy”.

■ **Profile/Introduction**
I love sweets, though I love eau de vie.

■ **Interests and Hobbies**
I enjoy paintings, sculptures and movies.

■ **Current/Recent Updates**
It has been a long time since I became a UFO: Unidentified Fat Object. I tried to go on a diet and almost made it. However, I have found the truth that it is tough to keep it.

Professor
PhD in History (Toronto)

Kiyoshi Ueda

■ **Courses**
(Hakusanroku) History and Culture IA, IB, IIA, and IIB, History and Culture (English) IIA and IIB

■ **Background and Specialty**
[Education]
- Graduated from Kunitachi Junior High School (Tokyo)
-BA (Honours), Department of History, Missouri State University [Athletic Scholarship in Tennis]
-MA, Department of East Asian Studies, University of Toronto
-PhD, Department of History, University of Toronto
[Teaching/Research]
-Teaching Assistant, Department of History, University of Toronto
-Visiting Researcher, Institute of Social Science, the University of Tokyo
-Lecturer, Faculty of Law, Hosei University, Tokyo
-Visiting Professor, Department of East Asian Studies, the Hebrew University of Jerusalem
-Adjunct Lecturer, Faculty of Liberal Arts, Sophia University, Tokyo
-Appointed Professor in September 2017
[Specialty]
Early Modern/Modern Japanese History.
- Presented research/conference papers at many universities, including Toronto, Tokyo, Oxford, London (SOAS), London School of Economics, Melbourne, Otago, British Columbia, the Hebrew University of Jerusalem, National University of Singapore, the City University of Hong Kong, and others.

■ **Profile/Introduction**
I have lived, studied, and researched in various places around the world. As a tennis player based in Tampa, Florida, and Bologna, Italy, I visited the five continents and more than 40 countries. Since then, I have travelled widely presenting my research.

■ **Interests and Hobbies**
I am fascinated by history and am continually updating my understanding of it.

■ **Current/Recent Updates**
I am delighted when I experience rarely-seen natural phenomena, for example, windstorms, slanting snow, or unexpected winter thunder, here in Kanazawa. As an educator, I hope students will learn to think on their own as they "discover" a multiplicity of viewpoints/perspectives previously beyond their scope.

Chair, Liberal Arts
Professor

Takako Utsunomiya

■ **Courses**
(Kanazawa) English IV, English Expression Skills, Advanced English I

■ **Background and Specialty**
Junior High School:
Jonan Junior High School (Ishikawa)
Education:
- Master's in Teaching English to Speakers of Other Languages, Saint Michaels Collage, Vermont, US
- Bachelor of Arts (English Literature), Ferris University, Yokohama, Japan
Current & Previous Careers:
- 2016 ~ the present
Professor at International College of Technology
- 2011 ~ 2015
Associate Professor at Kanazawa Technical College
- Lecturer at Kanazawa Institute of Technology
- Instructor at National Collegiate Network (Face-to-Face Courses in the Hokuriku area)
- Part-time instructor at Yugakukan High School (Kinjo Gakuen)
Specialty：TESOL

■ **Profile/Introduction**
My educational ideal is to promote students' study and their satisfaction toward their own studying with a smile, but I'm not sure I always attain it.

■ **Interests and Hobbies**
Traveling / Visiting art museums / Wandering about basement food floors of department stores to find local seasonal foods

■ **Current/Recent Updates**
When I was a child, I used to join Radio Taiso (the traditional radio exercise routine) every morning during the summer vacation. At that time, I just moved my body along with the music, but now the older I get, the more I understand the importance of moving each part of my body to stay flexible. I'm trying to make sure to get a little exercise not to say "OUCH!".

Professor

Tomio Osaki

■ **Courses**
(Kanazawa) History II, Culture & Thought A and B

■ **Background and Specialty**
- Graduated from Karumai Junior High School (Hokkaido)
- Department of letters, Department of National Literature, Kogakkan University
- Masters in National Literature at Kogakkan University
Appointed Assistant Professor in 1989
Appointed Associate Professor in 1997
Appointed Professor in 2011
Specialty is Modern Literature.
Research interests: modern literary criticism

■ **Profile/Introduction**
Special skill is Chinese martial arts.

■ **Interests and Hobbies**
Reading

■ **Current/Recent Updates**
I focus on thinking analysis of modern literary writers.

Dean of Students (Hakusanroku Campus)

Professor

Shinobu Ohara

■ **Courses**
(Hakusanroku) English Reading and Writing IA, IB, IIA, and IIB, Bridge English
■ **Background and Specialty**
- Graduated from Nagayoshi Rokutan Junior High School (Osaka)
- English and American Literature Dept. Faculty of Arts, Sonoda Gakuen Women's College
- Master's in TESOL at Saint Michael's College in Vermont, U.S.A
Part-time lecturer at a High School and Junior High School in Osaka
Assistant Japanese Language Teacher at a High School in America
Appointed Assistant Professor in September, 1996
Appointed Associate Professor in 2001
Appointed Professor in 2009
Major in TESOL

■ **Profile/Introduction**
She is a big fan of The Hanshin Tigers and always prays for its victory. She also has a tough side as she once crossed America alone by car.
■ **Interests and Hobbies**
Travelling, Watching sports
■ **Current/Recent Updates**
I love Ramen. Please tell me the information about delicious Ramen shops. Recently, I can't keep up with young people's talk. At least, I want to have lovely conversations about Ramen shops and baseball (especially the Hanshin Tigers)

Associate Dean of Career Placement

Professor, Dr.Eng

Ryo Kanai

■ **Courses**
(Kanazawa) Engineering Management, Mechanical Engineering Lab I, Strength of Materials I and II, Capstone Project
■ **Background and Specialty**
- Graduated from Azuma Junior High School (Gunma)
- Bachelor of Engineering in Course Human and Mechanical Engineering, Kanazawa University
- Master of Engineering in Division of Mechanical Science and Engineering, Kanazawa University
- Doctor of Engineering in Division of System Creation Science, Kanazawa University
Appointed Assistant Professor in 2007
Appointed Associate Professor in 2010
Appointed Professor in 2019
Majors in Material dynamics and Computational Mechanics

■ **Profile/Introduction**
Education is difficult, so during trial and error
■ **Interests and Hobbies**
Travel and cooking
■ **Current/Recent Updates**
I want to have time to spend with my family and participate in academic conferences. But, I'm very busy…

Professor

Ph.D. in Information Science

Hitoshi Kihara

■ **Courses**
(Hakusanroku) PreCalculus A and B, Fundamental Mathematics A and B, Calculus A and B
■ **Background and Specialty**
Mizumaki Minami Junior High School (Fukuoka),
Bachelor of Educational Department of Hiroshima University,
Ph.D. in Information Science, Japan Advanced Institute of Science and Technology (JAIST),
Researcher of JAIST.
Appointed Assistant Professor in August, 2008
Appointed Associate Professor in 2012
Appointed Professor in 2019
(Major) Mathematical Logic
(Ph.D. Thesis) Substructural Logics - an algebraic study

■ **Profile/Introduction**
I think that it is very important for students to have curiosity.
I always keep in mind to smile.
When I was a junior high school student, I didn't like studying. But now, I like studying. So I want students to like it and to have confidence.
■ **Interests and Hobbies**
Reading books, jogging
■ **Current/Recent Updates**
I enjoy every day because there are mountains, sea, various cultures and long history in Ishikawa.

Professor

Ian Stevenson

■ **Courses**
(Hakusanroku) English Listening and Speaking IA, IB, IIA, and IIB, Bridge English, World Literature II, Overseas English Program
■ **Background and Specialty**
Graduated from University of New Hampshire – BA Political Science/International Affairs
University of Denver – Graduate School of International Studies – MA, International Politics
St. Michael's College – MA-TESOL
McGill University – MBA
Prior to arriving in Kanazawa, I worked as an English Teacher at Sam Sung Institute, Umsari, South Korea
Tamagawa Gakuen, Tokyo
I started to work at Kanazawa Technical College in 2009. In 2012, I became an associate professor and became a full professor in 2014.
My area of focus is TESOL.

■ **Profile/Introduction**
He is a hard worker with 3 master degrees (International Politics, TESOL, and Business). With his wealth of experience in the field of English education at various levels, he tries to do his best when instructing students at KTC.
■ **Interests and Hobbies**
Running, reading
■ **Current/Recent Updates**
I have been working at KTC since 2009. I have learned a lot in that time and look forward to learning more in the future.

Professor
Ph.D. in Engineering

Sentoku Eiichi

■ **Courses**
(Kanazawa) Mechanical Engineering Lab I and II, Mechanical Materials, Vibration Engineering, Introduction to Management Science, Creative Design III

■ **Background and Specialty**
- Graduated from Torigoe Junior High School (Ishikawa)
- Graduate of the Kanazawa Institute of Technology machinist subject.
University graduate school Ph.D. program (mechanical engineering) completion.
KTC Professor in 1972
KIT Professor in 2001
KTC Professor in 2017
Speciality: Ceramics,Cutting engineering, design
An article, a book: A study on face abrasion mechanism of the cermet tool (A doctoral dissertation)

■ **Profile/Introduction**
It is a relationship of mutual trust with the students to be the most important in education. I value the communication with the student.

■ **Interests and Hobbies**
Amateur radio communications (JR9RPD). I'm happy that I can make contact with all areas (792 cities, 380 districts). I also enjoy traveling to take pictures.

■ **Current/Recent Updates**
The wisdom comes out of a combination of knowledge and knowledge.
I study well, and let's play well.
I have happy time with a student every day.

Dean of Students
(Kanazawa Campus)
Professor

Akihiro Takimoto

■ **Courses**
(Kanazawa) Physical Education III and IV
(Hakusanroku) Health and Physical Education IA, IB, IIA, and IIB

■ **Background and Specialty**
- Graduated from Nuka Junior High School (Ishikawa)
- Bachelor of Physical Education, Nippon Sport Science University
After becoming an associate professor at KIT, I became a Professor at ICT(former KTC) in 2006.
My field of speciality is sports coaching study, individual kinematics, ball game.

■ **Profile/Introduction**
He is a sportsman and a bright and friendly teacher. However, he has a reputation for the severity and tenacity when he sets a goal, and raised KIT's Handball club to No. 1 in Hokuriku region every year. He is also good at wide varieties of sports.

■ **Interests and Hobbies**
Clothing research, karaoke, physical therapy

■ **Current/Recent Updates**
I coach the Handball team every day. I am also a host of a live broadcast of a KIT FM radio program twice a month.

Professor
Ph.D. in Engineering

Kazuya Takemata

■ **Courses**
(Kanazawa) Advanced Engineering I, Ethics for Engineers, Capstone Project

■ **Background and Specialty**
Kazuya Takemata graduated from Katayamazu Junior High School (Ishikawa).
He received his B.E., M.E., and Dr. Eng. degrees in Information and Computer Engineering from Kanazawa Institute of Technology in 1980, 1982 and l997, respectively.
After being an assistant at KIT, an assistant professor and an associate professor at ICT (KTC), and an associate professor at KIT, he became a Professor at the ICT in 2013. His research areas include Satellite Remote Sensing.

■ **Profile/Introduction**
Dog Lover

■ **Interests and Hobbies**
Bird Watching

■ **Current/Recent Updates**
He held a personal exhibition in Ishikawa Prefectural Museum of Art.

Associate Dean of Students
(Kanazawa Campus)
Professor, Ph.D. in Information Science and Control Engineering

Moemi Taniguchi

■ **Courses**
(Kanazawa) Marketing I, Business Accounting I, Information Processing III, Information Processing III (OP), Capstone Project

■ **Background and Specialty**
Born in China. Received Ph.D. of Information Science and Control Engineering from Nagaoka University of Technology, Japan.
After being an assistant professor at Japan Advanced Institute of Science and Technology, She joined NEC Corporation as a business developer, planner and marketer, and was in charge of oversea business development.
In 2012, she moved to KIT and worked as an associate professor. She became an associate professor at ICT in April 2014 and a professor in October, 2015.
Main area: Marketing, business management and business administration.

■ **Profile/Introduction**
I like variety and being challenged and trying to make positive progress in anything. After completing my technical degree, I have been a business developer for almost 17 years and today I'm enjoying the teaching profession with a business oriented mind.

■ **Interests and Hobbies**
Traveling, shopping, cooking and having a house party.

■ **Current/Recent Updates**
The work of a teacher is really busy, but I nevertheless want to keep some time for my family. That's why I'm attempting to run efficiently and correctly by utilizing my knowledge I'm instructing. It's the same for students.

Professor
Ph.D. in Engineering

Keimei Tamura

■ **Courses**
(Kanazawa) Basic Networking II, Creative Design III, System Development Lab II, Capstone Project
■ **Background and Specialty**
Neagari Junior High School (Ishikawa)
<Academic background (Bachelor's Degree)>
Kanazawa Institute of Technology, Information and Engineering, 1986
<Academic background (Doctoral/Master's Degree)>
Master's in Information and Engineering, Kanazawa Institute of Technology
Doctor's of Information and Engineering, Kanazawa Institute of Technology, completed without degree in 2002
<Current & Previous Careers>
After becoming an assistant in 1986, he became an assistant professor and associate lecturer. In 2004, he was became a professor.
Specialty: Digital Signal Processing

■ **Profile/Introduction**
ICT (KTC) graduate
■ **nterests and Hobbies**
Watching movies (Science Fiction movies), Crop making
■ **Current/Recent Updates**
Studying IoT (Internet of Things) by RaspberyPi.

Chair, Department of Electrical and Electronic Engineering
Professor
Ph.D. in Material Chemistry

Kunio Tochi

■ **Courses**
(Kanazawa) English for Engineering I, Material Engineering, Capstone Project, Electronic Engineering, Creative Lab III
■ **Background and Specialty**
- Graduated from Nonoichi Junior High School (Ishikawa)
- Bachelor of Engineering in Electronics, Kanazawa Institute of Technology
- Master of Engineering in Electronics, Kanazawa Institute of Technology
- Doctor of Science in Materials Science, Kanazawa University
Degree Ph.D (Kanazawa University)
Appointed Assistant Professor in 2004
Appointed Associate Professor in 2006
Appointed Professor in 2010
Majors in Optical Physics, Applied Physics and Engineering Education
Research interests: Electronic structure of quantum films, Lattice vibration mode of complex perovskites, and Engineering Education

■ **Profile/Introduction**
CDIO and Engineering Education are important. I always enjoy my jobs and campus life, learning new technology and doing "monotsukuri" with students. Our final goal is to develop high performance products. An advanced head lamp for a medical doctor is under development cooperating with local companies.
■ **Interests and Hobbies**
Reading comic books and driving
■ **Current/Recent Updates**
Also I would like to start an academic research again. Themes are to assign lattice vibration modes of superlattice perovskite dielectrics and to calculate electronic structure of quantum films of semiconductors.

Professor
Ph.D. in Electrical Engineering and Electronics

Nobuyuki Naoe

■ **Courses**
(Kanazawa) Power Transmission and Distribution, Circuit Simulation, Electric System Design II, Creative Lab IV, Capstone Project
■ **Background and Specialty**
Nobuyuki Naoe graduated from Asanogawa Junior High School (Ishikawa).
He received the B.S, M.S, and Dr. Eng. degrees in electrical engineering from Kanazawa Institute of Technology.
Since 1992 he has been with the Department of Electrical engineering. He is currently a professor. (appointed Lecturer in 1992, associate professor in 1997, and professor in 2004) His research interests are power systems, electrical machines and power-transfer technology.

■ **Profile/Introduction**
He is open and friendly.
■ **Interests and Hobbies**
Fishing, pottery, watching pottery

Professor

Shunichi Nakaizumi

■ **Courses**
(Kanazawa) Calculus II
■ **Background and Speciality**
- Graduated from Tsurugi Junior High School (Ishikawa)
- Bachelor of Mathematics, Toyama University
Teacher at Suisei High School (former Matto Nougyo High School), Matto High School, Kanazawa Tatsumigaoka High School, and Kanazawa Nishikigaoka High School.
Vice President of Matto High School and Kanazawa Koyo High School.
President of Komatsu Seryo Special Support School.
Professor at ICT (KTC) from 2012.
Specialty: numerical analyses, mathematical education

■ **Profile/Introduction**
Once I find a good way to do something, I will do it and demonstrate the results even if I'm the only one who is doing it. Aside from work, I participate in local activities and deepen my interactions with various people.
■ **Interests and Hobbies**
Going to art museums, traveling, watching plays
■ **Current/Recent Updates**
Being away from mathematical researches, I started drawing pastel again and I enjoy it.

Associate Dean of Research and Projects
Professor
Ph.D. in Innovative Technology and Science

Michihiro Hayashi

■ **Courses**
(Kanazawa) Applied Programming, Creative Design IV, Machine Design I, Machine Design Project, Capstone Project
■ **Background and Specialty**
Graduated from Shikindai Junior High School (Ishikawa)
Bachelor of Mechanical Engineering, Mechanical Engineering Dept., Faculty of Engineering, Kanazawa University
Ph.D. in Innovative Technology and Science, Graduate School of Natural Science and Technology, Kanazawa University
Worked as a factory automation system designer at a conveyor manufacturer
Associate Professor at Kanazawa Technical College (2011-)
Professor at International College of Technology (2014-present)

■ **Profile/Introduction**
I worked long in a company, so I am not used to being called "SENSEI". Please do not think it was ignored, please call again with a loud voice.
■ **Interests and Hobbies**
Motor sports (Always watch, sometimes participate), Wood and Metal working
■ **Current/Recent Updates**
To improve fuel efficiency of my CAR, I am working on reducing MY weight.

Chair, Department of Global Information and Management
Professor

Takeshi Fujisawa

■ **Courses**
(Kanazawa) Databases, Creative Design IV, Capstone Project, Business Systems, Network Systems II
■ **Background and Specialty**
Graduated from Nago Junior High School (Toyama).
B.A. in Electrical Engineering, University of Toyama.
Department Chair of Global Information and Management /Global Information Technology from 2014.
Formerly, Mr. Fujisawa had worked as an executive at start-up company which had developed and provided an original movie streaming service.

■ **Profile/Introduction**
I am a little cautious personality, but on the other hand , always have interest in many things.
■ **Interests and Hobbies**
Audio, watching movies, playing golf, playing drums
■ **Current/Recent Updates**
I want to start something good for my body. I have been saying that since the beginning of my assignment.

Associate Dean of Academic Affairs
Professor
Ph.D. in Engineering

Satoshi Fujishima

■ **Courses**
(Kanazawa) Computer III and IV, Electric System Design I, Data Communication Network, Capstone Project
■ **Background and Specialty**
- 1993 Graduated from Itazu Junior High School (Ishikawa).
- 2002 Master's in Engineering from Toyohashi University of Technology.
- 2005 Ph.D. in Engineering from Toyohashi University of Technology. Thesis Title: "Study on Drug Structure Data Mining Using TFS Representation of Chemical Structure"
- 2005 Postdoctoral Fellow at Kansei Gakuin University.
- 2007 Research Associate at Toyohashi University of Technology.
- 2009 Associate Professor at International College of Technology.
- 2019 Professor.
Research interests: Data Mining, Knowledge Discovery, BMI/BCI

■ **Profile/Introduction**
I've been gaining necessary knowledge for post-retirement years.
■ **Interests and Hobbies**
Travling, reading, and playing baseball
■ **Current/Recent Updates**
I want to understand the importance of life-work balance and act on it.

Professor
Ph.D. in Rhetoric and Writing

Pauline Baird

■ **Courses**
(Hakusanroku) English Listening and Speaking IA, IB, IIA, and IIB, Bridge English, World Literature I, Chemistry IB

■ **Background and Specialty**
Trained Licenced Teacher (Teaching of reading)
Diploma in Agricultural Science
BA English (Andrews University- Michigan. USA)
MA TESOL (St. Michael's College Vermont. USA)
Ph.D. Rhetoric and Writing (Bowling Green State University.USA)
Caribbean and Cultural Rhetorics
Assistant Professor of English/Literature (University of Guam 2016-2018)
Professor of KIT
Professor of EFL (ICT, October 2018- Present)
Research Interests: Cultural Rhetorics, ESL Rhetorics Women and Community-based Rhetorics; story-as-methodology

■ **Profile/Introduction**
Hello, I am Dr. Pauline Felicia Baird. I love travelling and teaching.
I recently returned to Japan, after 10 years, to teach at ICT because I love it here. By teaching and travelling I am able to meet and train many wonderful students on 3 continents (South America, North America, and Asia) and on several islands in the Pacific (Guam and Palau) and in the Caribbean (Trinidad and Tobago).
I look forward to amazing learning adventures with you all. I hope to have a wonderful time learning and teaching here.

■ **Interests and Hobbies**
Walking, traveling, gardening

■ **Current/Recent Updates**
Book Author: Wah Dih Story Seh? An Oral Traditional in the Guyanese village, Buxton

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Chair, Department of Science and Technology
Professor

Omihito Matsushita

■ **Courses**
(Kanazawa) English for Business Informatics II
(Hakusanroku) Engineering Design IA and IIA, Engineering Context IA, Computer Skills IIB

■ **Background and Specialty**
- Graduated from Iwade Junior High School (Wakayama)
- School of English Language and Communication, College of Foreign Studies, Kansai Gaidai University
- Master's in TESOL at Saint Michael's College in Vermont, U.S.A.
- Master of Design Methods at Institute of Design, Illinois Institute of Technology, Illinois, U.S.A.
Appointed Assistant Professor in 2003
Appointed Associate Professor in 2009
Appointed Professor in 2016
Majors in TESOL and Design Methodology

■ **Profile/Introduction**
He is gentle and dependable, and listens to the students cordially. He teaches useful English from his experience of living in the States. He has many friends from all over the world because of his working experience as a student assistant for international students while studying abroad, and he is happy to share the stories and worldwide topics with the students in class.

■ **Interests and Hobbies**
Soccer (Participation in the Inter-high school competition), Watching movies

■ **Current/Recent Updates**
I want to enrich the lives of ICT students through class and to embrace any opportunities to talk with them.

Professor
Ph.D. in Engineering

Akiyuki Minamide

■ **Courses**
(Kanazawa) Electronic Circuits I and II, Design and Drawing (CAD), Electromagnetics II, Capstone Project

■ **Background and Specialty**
Akiyuki Minamide graduated from Nuka Junior High School (Ishikawa).
He received the Dr. Engineering degree in electrical engineering and electronics from Kanazawa Institute of Technology in 2000.
In 1993, he joined the Department of Electrical Engineering, Kanazawa Technical College as an educational assistant. He became an Assistant Professor in 1996, an Associate Professor in 2004, and a Professor in 2009. His current research interests include polymer film sensor, thermal wave, and IoT sensor.

■ **Profile/Introduction**
He is developing new programming materials in collaboration with local companies

■ **Interests and Hobbies**
Driving and watching movies

■ **Current/Recent Updates**
We actively engage in science lectures for elementary and junior high schools. I've been developing new programming materials for elementary school students.

Dean of Academic Affairs
Professor
Yoshimitsu Miyano

■ **Courses**
(Kanazawa) Social Sciences I
■ **Background and Specialty**
- Graduated from Shikindai Junior High School (Ishikawa)
- Humanities Dept., College of Literature, Koyasan University
- Master's in Literature at Taisyo University
- Completed doctoral coursework in History at Taisyo University without Degree

Appointed Assistant Professor in 2005
Appointed Associate Professor in 2009
Appointed Professor in 2017
Majors in Japanese Medieval History and Japanese Buddhist History

■ **Profile/Introduction**
At first glance, you may see me too serious or stiff, but once you become better acquainted with me, you would probably find me friendly and chatty. So feel free to talk to me anytime. I am also a Buddhist priest.
■ **Interests and Hobbies**
Reading, walking, and collecting glasses
■ **Current/Recent Updates**
Recently I investigate temples in Noto area. I have just held a symposium on my temple research. I am looking forward to learning with ICT students.

Dean of Research and Projects
Director, Center for Creative Engineering Design Education
Professor
Shuntaro Yamazaki

■ **Courses**
(Hakusanroku) Engineering Context IB, IIA, and IIB, Engineering Design IIA and IIB
■ **Background and Specialty**
Toyotama Daini Junior High School (Tokyo).
B.E. and M.E. degree of applied physics from University of Tsukuba.
Senior Research Manager of NEC Central Research Laboratory.
Assistant Vice President of NEC Smart Energy Business Unit.
After working as a visiting researcher at Kanazawa Institute of Technology / Visiting professor at Kanazawa Technical College, he became a professor in January, 2018. Specialty is smart energy, energy storage system, mobile network, optical communication etc.

■ **Profile/Introduction**
Various experiences such as research and development, international standardization, domestic sales, acquisition of overseas companies. I thought that I could make use of these experiences at the educational field and I changed my job. I also joined the Institute of Regional Revitalization and Innovation which will contribute to the expansion of activity field of ICT students.
■ **Interests and Hobbies**
Cycling, golf, climbing, skiing etc.
■ **Current/Recent Updates**
Since we are implementing SDGs in Engineering Context from this academic year, I've been working on the contents with KIT. I gained the certification of 2030 SDGs Official Facilitator to prepare myself for it.

Associate Professor

Associate Dean of Academic Affairs
Associate Professor
Ph.D. in Information Science

Keisuke Inoue

■ **Courses**
(Hakusanroku) Computer Skills IB, IIA, and IIB
(Kanazawa) Algorithms and Data Structures, System Development Lab I, Computer Systems II, English for Business Informatics III

■ **Background and Specialty**
Graduated from Sanarudai Junior High School (Shizuoka).
Bachelor of Information Technology, Tokyo Institute of Technology.
Master's and Ph.D. in Information Science, Japan Advanced Institute of Science and Technology.
Reasearcher at Japan Society For The Promotion Of Science (JSPS)
Reasearcher at Japan Advanced Institute Of Science and Technology (JAIST)
Appointed Assistant Professor in 2012.
Appointed Associate Professor in 2017.

■ **Profile/Introduction**
I like the bleak weather in Hokuriku.

■ **Interests and Hobbies**
Reading books

■ **Current/Recent Updates**
I hope I can stay healthy.

Vice Director, Center for Creative Engineering Design Education
Associate Professor

Hayato Ogawa

■ **Courses**
(Kanazawa) English for Engineering I and II, Creative Lab III
(Hakusanroku) Engineering Design IA, IB, and IIB, Engineering Context IB and IIA

■ **Background and Specialty**
Rochester Institute of Technology bachelor degree.
University of Wisconsin - Madison Master in engineering. Left EMA Design Automation
2008 became an Associate Lecturer at the current school, 2012 became an Assistant Professor,
2017 became a Associate Professor.

■ **Profile/Introduction**
Born and raised in America by Japanese parents. I have an understanding of both cultures and languages. Bridging both cultures and manners to work efficiently and with care for all.

■ **Interests and Hobbies**
Sport, Travel, Cooking

■ **Current/Recent Updates**
Ishikawa prefecture especially the cuisine and variety of food. I intend on teaching class in English and growing with the students.

Associate Dean of Students (Hakusanroku Campus)
Associate Professor

Yutaka Katabe

■ **Courses**
(Hakusanroku) Japanese Language Expression IA, IB, IIA, and IIB, Japanese Literature I and II, Japanese IA

■ **Background and Specialty**
Hakui Junior High School (Ishikawa)
BA, Faculty of Literature, Kanazawa Univ. MA (Education), Hyogo Univ. of Education
Teacher at Kaga Seijo High School,
Togi High School,Tsubata High School, Kanazawa Sakuragaoka High School, and Tsurugi High School.
Worked in Forestry for 5 years.
Was appointed Associate Professor at KTC in September, 2017.
Specialty: Buddhist Setsuwa Tales of Kamakura era

■ **Profile/Introduction**
I like mountains, so I moved to the foot of Mt. Hakusan with my family about 10 years ago. We live in a small log house where monkeys and an antelope sometimes visit.

■ **Interests and Hobbies**
To make a bonfire

■ **Current/Recent Updates**
About 5 years since planting in the garden, figs that did not stretch branches at all, suddenly extended the branches and leaves and got delicious fruits. Plants seem to grow rapidly as the roots grow. People are the same, when the inner surface is full, it will change suddenly one day. Boys and girls, please extend the roots even if you do not get results.

Associate Professor
Ph.D.in Art

Arihiro Kodaka

■ **Courses**
(Kanazawa) Design Methods III, Creative Design III
(Hakusanroku) Engineering Context IA, Engineering Design IIA and IIB, Computer Skills IA, Visual Arts I and II

■ **Background and Specialty**
- Graduated from Morimoto Junior High School (Ishikawa)
- Graduate School of Industrial Design, Kanazawa College of Art.
- Graduate School of Product Design, Kanazawa College of Art. (Doctoral course)
Appointed Associate Professor in 2012
Specialty: Industrial Design of Industrial Machinery, Housing Equipment, Public Facilities.
Research interests: Design Education for Evoking "Creativity" in College of Technology

■ **Profile/Introduction**
I cherish things that I feel in my daily life.

■ **Interests and Hobbies**
Fishing, playing baseball

■ **Current/Recent Updates**
I want to add muscle and build up my strength. I'm in the coast for fishing when I have a space of time.

Associate Professor

Koichi Kodama

■ **Courses**
(Kanazawa) Applied Physics I and II, Advanced Engineering I and II, Physics and Chemistry III, Linear Algebra II

■ **Background and Specialty**
Higashiosaka Municipal Mito Junior High School (Osaka)
Department of Chemistry, Faculty of Science, Kanazawa University
Department of Chemistry, Graduate School of Science, Kanazawa University
'93-'95 and '13 adjunct teacher at KTC
'14 Associate professor at KTC
Specialty: Theoretical Chemistry , Quantum Chemistry and Education of Science

■ **Profile/Introduction**
I enjoy walking around ICT for a nice food.

■ **Interests and Hobbies**
Table Tennis, Camera and Picture, Traveling (driving)

■ **Current/Recent Updates**
I went to a trip in each place of Japan. I traveled to Kagoshima which is the setting of the TV drama "Saigodon" at the end of the year. I visited the places of Saigo Takamori. I would like to travel to many places this year too for my experiences.

Associate Professor
Ph.D. in Engineering

Tetsuya Koma

■ **Courses**
(Kanazawa) Mechanical Drawing Project, Creative Design III, Machine Design II, Capstone Project

■ **Background and Specialty**
Graduated from Izumi Junior High School (Ishikawa)
Mechanical Engineering Dept., College of Engineering, Kanazawa Institute of Technology
Appointed Assistant Professor in 2008
Worked on product development at Panasonic Corporation
Majors in Mechatronics

■ **Profile/Introduction**
I am thinking that I am a tenacious personality. However I am often told that I am an optimistic person.

■ **Interests and Hobbies**
Taking pictures, Ski

■ **Current/Recent Updates**
I have to be careful of eating too much. I appreciate it.

Associate Dean of Career Placement
Associate Professor

Tadakazu Sakakura

■ **Courses**
(Kanazawa) Network Systems I and II, Operations Research, Capstone Project

■ **Background and Specialty**
He graduated from Tsubata Junior High School (Ishikawa).
He received the B. E. degree in industrial Engineering from Kindai University, and M. E. in Information Technology from Kanazawa Institute of Technology.
He became an Assistant Professor in 2003.
He is currently an Associate Professor (since 2009) with the Department of Global Information and Management / Global Information Technology. His research interests include information security such as information hiding, and educational technology.

■ **Profile/Introduction**
New technologies related to IT are developed. He is bothering my head such as how to study them in a limited time.

■ **Interests and Hobbies**
Driving, Enjoying music

■ **Current/Recent Updates**
He is fighting computers :)

Associate Professor
Ph.D. in Engineering

Mikiko Sode

■ **Courses**
(Kanazawa) Information Mathematics, Computer Systems I, Capstone Project, Telecommunications

■ **Background and Specialty**
Graduated from Nonoichi junior high school (Ishikawa).
Bachelor of Engineering in information, Kanazawa Institute of Technology, Japan.
Worked at NEC Corporation, NEC Electronics Corporation, and Renesas Electronics Corporation.
Ph.D. in Waseda University in graduate school of Fundamental Science and Engineering, Japan.
After joining Kanazawa Institute of Technology in 2008, appointed Associate Professor at ICT in April, 2017.
Specialty: Graph theory, Mathematical programming, Semiconductor device design
Papers/ book: "Power/Ground Networks Optimization. Design Methods with Noise Immunity" (thesis)

■ **Profile/Introduction**
I would like to cultivate human resources with the following three abilities.
1) Recognition/comprehension to cope with social change
2) Power to change one’s own interests and abilities into actual behavior
3) Spirit and power to fully utilize one’s own resources and solve social problems

■ **Interests and Hobbies**
Observation of towns. Consideration of the town mechanism.

■ **Current/Recent Updates**
For the purpose of revitalizing local cities, we are hosting the following three projects.
1) Project One!
2) Bus Stop
3) Smart City
I am looking for members to work together.

Associate Professor

Robert Songer

■ **Courses**
(Kanazawa) English for Business Informatics II and III, System Development Lab I, Software Engineering II, Capstone Project

■ **Background and Specialty**
Robert graduated from Rochester Institute of Technology with a BS degree in Software Engineering. After that, he worked at a language services company called Language Intelligence Ltd. as a Technical Specialist. He began working at Kanazawa Technical College from May 2009 as Associate Lecturer. In 2015, he acquired a MS degree in Knowledges Science from Japan Advanced Institute of Science and Technology (JAIST). After becoming Assistant Professor in 2012, he has been Associate Professor since 2017.

■ **Profile/Introduction**
Robert is a friendly engineer with a passion for Japan and Japanese culture. As a college student, he visit KIT as an exchange student. He often uses his nickname "Rob" with the kanji 朗武. The kanji for his last name (尊賀) was chosen by his Japanese host family.

■ **Interests and Hobbies**
Travel, Ski, Cats, and Web Development

■ **Current/Recent Updates**
Being self-taught in web technologies like JavaScript, PHP, and SQL, Robert loves keeping up on software development trends for the Web. He hopes to apply what he learns to the creation of online learning apps.

Associate Professor
Ph.D. in Engineering

Alaa Hussien

■ **Courses**
(Hakusanroku) Fundamental Mathematics A and B, Algebra and Geometry A and B
(Kanazawa) Engineering Measurement, Basic Electronic Circuits

■ **Background and Specialty**
Graduated from the department of electrical engineering, Elminia University, Egypt.
Completed the master degree courses from Elminia University, Egypt.
Completed the doctor degree courses from Kanazawa University graduate school, Japan.
Worked as an assistant professor of electrical engineering at Elminia University, then as an associate professor at the school of natural science, Kanazawa University, then as an assistant professor at Um Al-Kura University (Saudi Arabia).
From April 2015, worked as an assistant professor at KTC, then associate professor at the ICT since April 2018.

■ **Profile/Introduction**
The area of specialty is electrical engineering, but the research theme is related to both electrical and mechanical engineering. Before working as a teacher, I completed some training courses related to pedagogy, teaching methodologies and techniques of effective communication with students.

■ **Interests and Hobbies**
Playing soccer and watching soccer games- Reading.

■ **Current/Recent Updates**
I live in Kanazawa for about 16 years, so I consider it as my second hometown. I really respect the Japanese traditions and enjoy exchanging the Egyptian culture with my Japanese friends.
It is a great opportunity to work at a global environment with teachers from different backgrounds to shape the future of the ICT students.

Associate Dean of International Programs
Associate Professor

Hajime Miyano

■ **Courses**
(Kanazawa) English Test-taking Skills, English for Business Informatics I, English III

■ **Background and Specialty**
Izumi Junior High School (Ishikawa)
Bachelor of Arts in Policy Management, Keio University
Master of Media and Governance, Keio University
Isuzu Motors Limited
Assistant Professor (February, 2013-March, 2016)
Associate Professor (April, 2016-Present)

■ **Profile/Introduction**
I had spent one year in public middle school in Pittsburgh, US at the age of 14. When I worked at Isuzu Motors Limited, I was a member of the Powertrain Sales Department and in charge of supplying diesel engines to automotive companies in Germany, Spain, Portugal, South Africa, Brazil, Argentina, Colombia and etc. It's my pleasure to organize and support international programs at ICT.

■ **Interests and Hobbies**
Hiking, Playing catch, Exercise

■ **Current/Recent Updates**
I took my second son (2nd grade of elementary school) to Mt. Hakusan for the first time last summer. I'd like to climb Mt. Hakusan with my two sons this summer again.

Associate Dean of Research and Projects
Associate Professor
Ph.D. in Engineering

Tetsuo Moroya

■ **Courses**
(Kanazawa) Creative Lab IV, Electric Circuits II, Systems Engineering, Mechatronics, Capstone Project

■ **Background and Specialty**
- Graduated from Nuka Junior High School (Ishikawa)
- Electronic Engineering Dept., College of Engineering, Kanazawa Institute of Technology
- Second Doctoral Course, Graduate School of Engineering (Electrical Engineering and Electronics), Kanazawa Institute of Technology
Appointed Assistant Professor in 2007
Appointed Associate Professor in 2016
Speciality: Small Antenna
Ph.D. theses: A study on small antenna using AMC technique

■ **Profile/Introduction**
He is a man of few words basically. However, when he gets into the swing, will become talkative. His talk sometimes goes off track.

■ **Interests and Hobbies**
Driving (Motorcycle, Car), Goldfish Breeding

■ **Current/Recent Updates**
I have opportunities to participate a conference in overseas, so I would like to acquire more English skills. Not to mention the study of my specialized field, I will try to introduce English into specialized classes positively.

Assistant Professor

Assistant Professor

Haryanti Adzman

■ **Courses**
(Kanazawa) Creative Lab III and IV, Digital Circuits, Advanced English I, Circuit Simulation

■ **Background and Specialty**
Graduated from Rochester Institute of Technology (Telecommunications Engineering Technology).
After working at Motorola Malaysia and Betty and Wolff, she took an assistant professor position at our main school in October, 2015
Specialty is Electrical and Electronics engineering.

■ **Profile/Introduction**
Apa khabar? Greetings from Kuala Lumpur, Malaysia. I am thrilled to be here in Japan and to be teaching at ICT(KTC). Before coming to ICT(KTC), I had the opportunity of working in both a technical setting as a Hardware R&D Engineer and in a non-technical setting as a Project Manager. So this will be my first foray into teaching high school engineering. It is a new working environment. But I will try to do my best and use my experience as an engineer to teach the students. I hope to get to know more of our ICT(KTC) students and other ICT(KTC) teachers.

■ **Interests and Hobbies**
Traveling, Watching foreign movies, Sewing

■ **Current/Recent Updates**
I look forward to my time both here in ICT(KTC) and Kanazawa, it is a lovely quaint city. I am excited to truly experience Japanese culture as well as to have a better appreciation and understanding of my late great-grandmother's heritage.

Assistant Professor

Keith Ikoma

■ **Courses**
(Kanazawa) English Skils III, Advanced English II, Business English I, English for Engineering I

■ **Background and Specialty**
Bachelor of Arts in English, Thompson Rivers University. Master of Arts in Christian Studies, Trinity Western University. Appointed Assistant Professor in October 2018 after working at Akita Technical High School from 2013 to 2018. Specialties: Canadian Literature and Systematic Theology.

■ **Profile/Introduction**
I am from Vancouver, Canada. As you can see from my last name, I have some Japanese heritage. My father's parents came from Japan so I had some experience with Japanese culture and foods when I was growing up - my favourite food when I was a child was grilled mochi. I taught for five years in Akita and now I am excited to learn more about Kanazawa, including the history, culture, and foods in this region.

■ **Interests and Hobbies**
Traveling, Reading, Foreign Languages

■ **Current/Recent Updates**
I moved to Ishikawa in October, and I would like to explore the local area. I have been to 37 of Japan's prefectures, so I would like to visit the remaining 10 as well. Recently, I have been studying Japanese and education. I think education is about human relationships.

Assistant Professor
Ph.D. in Engineering

Taisei Ise

■ **Courses**
(Kanazawa) Mechanical Engineering Exercise I, Numeric Calculation Exercises
(Hakusanroku) Engineering Design IA, IB, IIA, and IIB

■ **Background and Specialty**
- Graduated from Fukuoka Junior High School (Toyama)
 - Received a Doctorate in Natural Science and Technology from Kanazawa University
 - Worked as a quality assurance and R & D technician at a cemented carbide manufacturer in Noto
Appointed Assistant Professor in 2014.
Specialty: Sensor engineering. Engaged in research on tire sensors for measuring the friction coefficient of road surfaces.

■ **Profile/Introduction**
I am curious about everything. Please feel free to ask me if you have anything you would like to discuss, such as studying, making something, career design, etc.

■ **Interests and Hobbies**
Board games, Electrical work, Wood work, Marathon running

■ **Current/Recent Updates**
Board games are neat tool for making stronger bond. Non-digital games have a lot of good points. Why don't you play?

Assistant Professor

Fumi Kuroda

■ **Courses**
(Kanazawa) Japanese III and IV

■ **Background and Specialty**
Graduated from Minamigaoka Junior High School (Gifu)
Bachelor of Arts in Literature, Kanazawa University
Master's in Literature, Kanazawa University
Appointed Assistant Professor in 2015
Specialty: Chinese literature.
Research interests: local plays and narratives in southern China.

■ **Profile/Introduction**
I used to play violin in an orchestra when I was a student. I like both listening to and playing music.

■ **Interests and Hobbies**
Reading, music

■ **Current/Recent Updates**
As a teacher, I want to be a person who can express, and at the same time, I want to be a good listener who can understand reactions and expressions of students. I sometimes can't keep up with words young people use, but I'm looking forward to acquiring new knowledge through interacting with students.

Assistant Professor

Hitomi Sakai

■ **Courses**
(Kanazawa) Mechanical Drawing Project, Engineering Management, Mechanical Engineering Lab II, Capstone Project

■ **Background and Specialty**
Bachelor's degree in Mechanical Engineering, Kanazawa Institute of Technology
Master's Degree in Mechanical Engineering, Kanazawa Institute of Technology
Worked at lifespan testing machine maker.
In 2013 I became an assistant professor at Mechanical Engineering Department of Kanazawa Technical College.

■ **Interests and Hobbies**
Cooking, Driving

■ **Current/Recent Updates**
Thinking about solving the lack of exercise.

Assistant Professor

Tan Kah Keng

■ **Courses**
(Hakusanroku) Computer Skills IA, Engineering Design IA, IB, IIA, and IIB

■ **Background and Specialty**
Graduated from Nanyang Academy of Fine Arts Singapore. Completed Master's Degree in University of New South Wales Australia (Design Management and Education). He became an assistant professor with ICT in April 2018, with his past work experiences in Singapore Polytechnic and Singapore Polytechnic International, Nelson Marlboro Institute of Technology New Zealand, Singapore Furniture Industry Association, University of New South Wales Australia, Institute of Technical Education Singapore and Nanyang Academy of Fine Arts Singapore. His specialized subjects are Design Management and Design Education.

■ **Profile/Introduction**
I teach design and design thinking in various countries, and I am involved in the Learning Express (LeX) as facilitator.

■ **Interests and Hobbies**
Photography, Hiking, Mountain Biking and Swimming.

■ **Current/Recent Updates**
I am looking forward to taking pictures of the famous mountain called Hakusan and go hiking in the mountain area. Unlike Singapore which is summer all year long, I am delighted to be able to experience the life in Japan with four seasons.

Assistant Professor

Jenny Chio

■ **Courses**
(Kanazawa) Advanced English I and II, General English Skills, English Debate Skills

■ **Background and Speciality**
Graduated from Brigham Young University (Idaho) with a Bachelor of Arts in English Education.
Received a Master of Arts at San Francisco State University.
In August 2015, She became an assistant professor at our main school. Specialty is TESOL.

■ **Profile/Introduction**
She was born and raised in San Francisco, California. Her parents are immigrants to America, so she knows how difficult it is to learn a new language. However, she thinks learning a new language is very fun so she hopes to share her excitement with students. She is a very easy going but hard working person. Students will work hard in class, but also have some fun.

■ **Interests and Hobbies**
Reading, listening to music, volunteering, trying new things

■ **Current/Recent Updates**
English is difficult, but I will do my best to help you learn. I look forward to having a great time learning with you. Let’s try our best together.

Assistant Professor

Akihiro Tsuda

■ **Courses**
(Hakusanroku) English Reading and Writing IA, IB, IIA, and IIB, Bridge English
(Kanazawa) Advanced English II

■ **Background and Specialty**
- Graduated from Nagoya University affiliated upper and lower secondary schools (Aichi)
- College of Humanities, Tamagawa University
- Master's in TESOL, Saint Michael's College in Vermont, U.S.A

Appointed Assistant Professor in 2014

■ **Profile/Introduction**
I worked as a student assistant in the U.S. to welcome and support international students at college. Responsible for supervising and co-planning events, I valued developing a relationship of kindness and integrity with the students in my care. Now at ICT, I aim to serve as a good role model for the students in various ways.

■ **Interests and Hobbies**
Reading books, traveling, movie, driving, music, watching basketball games

■ **Current/Recent Updates**
Having previously lived in Vermont, an American state famous for its cold and snowy winters, I have now started a new life here in Kanazawa - also known for its snow. Looking ahead, I am so excited to experience and learn more about the local culture both in Kanazawa and in Hokuriku at large.

Assistant Professor

James Taylor

■ **Courses**
(Hakusanroku) Listening and Speaking IA, IB, IIA, and IIB, English Expression IA, IB, IIA, and IIB, Engineering Context IIB

■ **Background and Specialty**
BA (Hons) French & Italian from Leeds University. MA TESOL from Leeds University. Previously taught at Huangshi Institute of Technology and Dalian Neusoft Institute of Information in China. Joined ICT in April 2016.

■ **Profile/Introduction**
James has experience teaching English at Institutes of Technology in China and he is excited to teach engineers of the future at a Japanese technical college. He is working hard to improve his Japanese language ability. James is from Kent in the UK and his presence as the first Briton on the ICT faculty will give students the chance to hear his Queen's English.

■ **Interests and Hobbies**
Watching rugby league, cricket, and football; playing badminton; reading; travelling.

■ **Current/Recent Updates**
I'm very happy to teach English at a technical college in Japan. I'm working hard to make English lessons that are relevant to Science and Technology students.

Assistant Professor

Edward Basquill Jr.

■ **Courses**
(Hakusanroku) English Listening and Speaking IA, IB, IIA, and IIB, History and Culture (English) IA and IB

■ **Background and Specialty**
[USA] New Haven Southern graduated from Connecticut State University (History).
Graduated from the state university graduate school master's course (primary education).
[USA] Completed Master's degree at St. Michael's University graduate school (English teaching method). Lecturer at Avalon English School in Korea.
Professor of English as an ALT in Hiroshima prefecture.
After working as a world history teacher at the Cantonese junior high school in Guangzhou City, he became an assistant professor at our main school in October, 2017.

■ **Profile/Introduction**
Hello, my name is Edward Basquill but most students call me Mr. B. I am from a small state called Connecticut in the north eastern part of the U.S.A. I love teaching and traveling. I have traveled and taught in four different countries (United States, Korea, Japan, and China). I enjoy teaching English but I really love teaching history! I will be teaching both subjects at ICT. If you have any questions or want to talk about English/World History, please come by my office! I am looking forward to the community we are building at our school.

■ **Interests and Hobbies**
Reading, writing fantasy novels, video games, capoeira (Brazilian dance martial art), baking, rock climbing

■ **Current/Recent Updates**
Let's learn together and let's have a fun year.

Assistant Professor

Hazwan Halim

■ **Courses**
(Hakusanroku) Physics IIA and IIB, Engineering Context IIA
(Kanazawa) Creative Lab IV, Digital Circuits

■ **Background and Specialty**
Education:
Graduated from Universiti Teknologi MARA, Malaysia
- Bachelor in Electrical and Electronic Engineering (Control & Instrumentation)
- Master's in Electrical Engineering (Biomedical Instrumentation)

Working Experience:
Instruments Engineer
Lecturer at Universiti Teknologi MARA, Malaysia
Lecturer at SEGi University, Malaysia
Research Interests:
Sensors, Instrumentation and Machine Learning
Appointed assistant professor in October, 2017

■ **Profile/Introduction**
Born and raised in Malaysia, it is a country with only one season; hot and humid throughout the year. I have been teaching in several universities and being able to do it in Japan is like a dream come true. As Japan is one of our country role models, I want to experience it by myself. There are a lot of things I want to learn especially Japanese culture and education. Being challenged with English as the second language, now I have Japanese as my third language. I will do my absolute best for it.

■ **Interests and Hobbies**
Traveling and riding motorcycle

■ **Current/Recent Updates**
Last year was a wonderful year with a lot of new experience. With the new course this year, I am expecting more challenging yet interesting experience.

Assistant Professor

Justin Han

■ **Courses**
(Kanazawa) Engineering Mechanics I, English for Engineering I, Strength of Materials I, Mechatronics II, Capstone Project, Advanced Material Engineering

■ **Background and Specialty**
- Graduated from Bronx High School of Science
- Graduated from Rose-Hulman Institute of Technology with a Bachelor of Science in Mechanical Engineering and minors in Robotics, Electrical Engineering, Japanese and East Asian Studies.
- Appointed Assistant Professor in 2019.

Specialty is Robotics.

■ **Profile/Introduction**
He is an American-born Chinese (ABC) from New York City. Ever since high school, he has been interested in Japan and so, during college, he studied many things related to Japan, such as anime, history, and art. He has even participated in an exchange program at KIT during the summer of 2010 and, finally, when he graduated in 2012, he was able to achieve his dream of making it to Japan. He is excited at the opportunity to teach young engineers and learn more about Japan.

■ **Interests and Hobbies**
Watching anime, playing games, learning about robots, and trying new things.

■ **Current/Recent Updates**
He is trying to learn more about wireless power transfer methods to further his dream of creating a robot.

Assistant Professor

Maesa Poolshup

■ **Courses**
(Hakusanroku) Engineering Context IA and IIB, Engineering Design IB, Computer Skills IB, IIA, and IIB

■ **Background and Specialty**
Graduated from Rochester Institute of Technology.
Completed Masters Degree at Rochester Institute of Technology (Information Technology).
After working at Epic Systems and IBM, he took an assistant professor position at our main school in April, 2018. Specialty is Information Technology.

■ **Profile/Introduction**
My ethnic background is Thai. I was born and raised in the United States. I also studied at an American university. As a specialist in information Technology I have worked at a large US company such as IBM. Since I have absorbed both Thai and American cultures, I would like to learn more about the Japanese culture in the future.

■ **Interests and Hobbies**
Travel, Hiking

■ **Current/Recent Updates**
I look forward to making the most of my experience in the education field at the International College. I would like to create an environment that encourages students to innovate.

Assistant Professor

Nagwa Fekri Rashed

■ **Courses**
(Hakusanroku) Chemistry IA, IB, IIA, and IIB

■ **Background and Specialty**
Graduated from Minia University, BSc. of Chemical Engineering (Egypt).
Completed MSc. in Chemical Engineering, Minia University.
Taught computer and mathematics at Darjana International School (KSA).
Worked as an area leader, a teacher trainer and, a teacher of English at Seiha Network Co., Ltd.
Became an associate professor at ICT in October 2015.

■ **Profile/Introduction**
I was born and raised up in Egypt. Egypt is a country that is rich with colorful culture and history. I've been living in Japan for more than 15 years which deepen my understanding of both cultures. Beside the chemistry fun time, I'd like to share those experiences I've gained in Japan and Egypt with my students at ICT.

■ **Interests and Hobbies**
Reading, traveling, internet surfing, outdoor activities

■ **Current/Recent Updates**
I feel very honored and excited to take a part in shaping up the bright future of those brilliant young minds.

Assistant Professor

Lin Chun Feng

■ Courses
(Kanazawa) English Skills III, Advanced English I and II

■ Background and Specialty
Graduated from Chinese Culture University with a Bachelor of Arts in Economics.
Received a Master of Arts in TESOL at Saint Michael's College in 2005.
Since then he has taught English lessons at several universities in Taiwan.
He is currently an Assistant Professor at ICT. (since October, 2017)

■ **Profile/Introduction**
I grew up in Taipei, Taiwan.
I have been teaching university students English for 10 years
I love challenges and changes.
I will be using different approaches and techniques in my classes.
Students will have a chance to know more about Taiwanese Cuisines.

■ **Interests and Hobbies**
Swimming, Watching tennis tournaments and Korean dramas

■ **Current/Recent Updates**
Learning English is not as difficult as you think.
As long as you can find something that motivate you to learn it, I believe that you will make great progess.

Associate Lecturer

Associate Lecturer

Davis Evans

■ **Courses**
(Kanazawa) English for Engineering II, Mechanical Drawing Project, Machine Design Project
(Hakusanroku) Physics IA and IB
■ **Background and Specialty**
Originally from Vacaville, CA, USA. Graduated from Rose-Hulman Institute of Technology with a Bachelors of Science in Mechanical Engineering, as well as two minor degrees in Robotics and Japanese Language and Culture. Joined ICT in July of 2015 as part of the Mechanical Engineering Department.

■ **Profile/Introduction**
Since he had interacted with Japanese students homestaying with his grandmother from a young age, he developed a natural interest in Japan and its people. He also traveled to various countries starting from high school and continuing through college, including Britain, France, Italy and Korea. He has prior experience as a home tutor, tutoring many people in science and mathematics.
■ **Interests and Hobbies**
Travel, Camping, Video Games
■ **Current/Recent Updates**
First coming to Japan as a participant in KIT's summer program in Japanese for Science and Technology in 2014, he returned to join ICT as an Associate Lecturer in the summer of 2015.

Associate Lecturer

Steven Carrera

■ **Courses**
(Hakusanroku) Calculus A and B, PreCalculus A and B, Algebra and Geometry A and B
■ **Background and Specialty**
Graduated from Miami Dade College with an associate degree in mathematics.
Graduated from University of Florida with a bachelor degree in mathematics.
Mathematics tutor at Miami Dade College (about two and a half years).
Supplemental instructor at University of Florida (about two and a half years).
Mathematics teacher at Capital Normal University High School in Beijing (about two and a half years).
Assistant language teacher for Okawa Board of Education (three years).
Appointed Associate Lecturer of ICT in October, 2018.

■ **Profile/Introduction**
I like to share ideas with others. Although I am a teacher, I see myself as a student of life because I love to learn without bound.
■ **Interests and Hobbies**
Traveling, photography, drones, racquetball, squash, couchsurfing, jazz music, hip hop music, hiking, driving, participating in festivals, watching movies
■ **Current/Recent Updates**
I am enjoying a new life with my wife and my son in the beautiful nature of Hakusanroku. Also, one of my pleasures is teaching math and helping students grow. I hope that each student will learn a lot so that they can solve problems easily in their future. I also enjoy creating new curriculums in a rich environment, together. I am happy if I can help our school grow into a rich, educational institution.

Associate Lecturer

Philip Cadzow

■ **Courses**
(Hakusanroku) Health and Physical Education IA, IB, IIA, and IIB
(Kanazawa) Physical Education III
■ **Background and Specialty**
Studied at Otago Polytechnic - Diploma of Outdoor leadership and Management, Intern at Hillary outdoor Education Center, Glacier hiking Guide at Fox Glacier Guiding. Also helping as assistant professor in the main campus since April, 2018. Specialty is in hiking and outdoor activities.

■ **Profile/Introduction**
I'm from New Zealand, have experience in rock climbing, glacier guiding, leadership activities, and outdoor activities. I'm enjoying working in a mountain school where I get to bring the joy of the outdoors from New Zealand to the students.
■ **Interests and Hobbies**
Sports, Rock climbing, Hiking
■ **Current/Recent Updates**
My passion is to bring students into the outdoors where they can experience the beauty and the challenge of being in nature.

Associate Lecturer

Anne Isobel Tan

■ **Courses**
Learning Mentor
■ **Background and Specialty**
Graduated from Rochester Institute of Technology with a Bachelor of Science in Packaging Science and minors in Marketing and Japanese Language.
Worked as a Design Engineer Intern at Menasha Packaging in New Jersey and as a Packaging Engineer Intern at Syngenta Corporation in North Carolina and at BIC Corporation in Connecticut.
Appointed Associate Lecturer of ICT in June, 2018.

■ **Profile/Introduction**
One of Anne's favorite things to do is to meet new people in new places and to learn about and experience different cultures. It is always a lot of fun to learn new things and to connect with a variety of people.
■ **Interests and Hobbies**
Photography, graphic design, languages, crafting, reading, adventures
■ **Current/Recent Updates**
I'm very excited to be here at ICT and hope to encourage our students to have courage, tackle any adventures or challenges that come, and to learn to make connections with people everywhere.

Associate Lecturer

Jason de Tilly

■ **Courses**
(Hakusanroku) Chemistry IA, IB, IIA, and IIB, Biology IA, IB, IIA, and IIB

■ **Background and Specialty**
Graduated from Collège Lionel-Groulx with a degree in animal health.
Graduated from Université de Montréal with a degree in biology.
Was an assistant language teacher (ALT) for five years in the city of Matsue in Shimane prefecture.
Started working at ICT from October 2017.

■ **Profile/Introduction**
We haven't had a teacher who majored in biology for a long time at ICT. He is from Montréal in Québec, Canada and he is bi-lingual. Before coming here he taught English at high schools in Shimane. Now he has moved from castle town to castle town in Japan. He looks forward to the life in Kanazawa which will be different from Matsue.

■ **Interests and Hobbies**
Listening to music, playing tennis, hiking, cycling, reading, watching TV, watching Youtube, playing video games etc.

■ **Current/Recent Updates**
I am very pleased to be able to work at the International College of Technology. I am looking forward to meeting and teaching the students who will be the future of our society. Let' s make the most of our time together on this new adventure!

Associate Lecturer

Ryan Vicencio

■ **Courses**
Learning Mentor

■ **Background and Specialty**
Rose-Hulman Institute of Technology 2018: Bachelor of Science: Chemical Engineering and Biochemistry & Molecular Biology.
Worked as an engineer intern at Dover Chemical Corporation.
Appointed Associate Lecturer of ICT in June, 2018.
Focus areas are Chemical Engineering and Biochemistry & Molecular Biology.

■ **Profile/Introduction**
I enjoy working on experiments in the lab, but I also love working with students and seeing their eyes light up when they succeed. I hope that I am able to help the students find the knowledge they need to succeed here at ICT, and I can't wait to see what they are able to accomplish in the future.

■ **Interests and Hobbies**
Playing soccer and volleyball, snowboarding, playing piano

■ **Current/Recent Updates**
I studied at the Kanazawa Institute of Technology for two months as part of the KIT-IJST program in 2016, and I'm excited to be back in Kanazawa. My Japanese skills still need work, but I hope to be able to reach the students using English.

Associate Lecturer

Bart Miskowiec

■ **Courses**
Learning mentor

■ **Background and Specialty**
Graduated from Rose-Hulman Institute of Technology, BS Computer Science, Minors in Mathmatics and English Literature.
Worked at Direct Supply, in Milwaukee, Wisconsin, and for Anthem, through DMI, in Indianapolis, Indiana.
Appointed Associate Lecturer of ICT in April, 2018.
Focus areas are Computer Science, Software Engineering, Big Data, and Artificial Intelligence

■ **Profile/Introduction**
I have studied computer related things such as computer theory, artificial intelligence, and software development. On the other hand, I have a strong interest in mathematics and English literature. I'm fluent in Polish and currently studying Japanese.

■ **Interests and Hobbies**
Playing instruments, such as trumpet and bassoon

■ **Current/Recent Updates**
After attending an exchange program in Ishikawa in 2017, I am excited to return to work! I'm looking forward to living alongside and working with ICT students.

Associate Lecturer

Forde Ripich

■ **Courses**
Learning mentor

■ **Background and Specialty**
- Took classes at Cleveland State University.
- Graduated from Rose-Hulman Institute of Technology with a Bachelor of Science in Mechanical Engineering
He also took courses such as Japanese popular culture and travel course on Tokyo.

■ **Profile/Introduction**
He likes making things and its workstation. He was involved in setup of production line for welded plate steel crane booms and layouting machinery and workstations at internship in American Tank and Fabricating. He interacted with numerous clients and was involved with projects at Rose-Hulman Ventures.

■ **Interests and Hobbies**
Using machines, travel, motor sport

■ **Current/Recent Updates**
I'd like to work on projects with students at Yumekobo.
I hope we can work on together such as designing and building formula cars. Let's work on projects together.
