	Faculty of Science and Technology, Department of Applied Chemistry
Diploma Policy	The Department of Applied Chemistry confers a bachelor's degree (in engineering) to a student who has acquired the qualities and abilities listed below in accordance with our founding spirit and the Faculty's objective in developing human resources. (1) A broad educational background, strong language skills and capacity for self-expression, and the ambition and ability to contribute to the development of society from a broad perspective and ethical foundation grounded in that educational background. (2) The following abilities in specialized fields relating to chemistry. a. A thorough understanding of the usefulness and dangers of chemistry and the ability to handle chemical substances safely b. The ability to conduct proper evaluations of chemical substances in environmental and safety-related capacities, using chemical evaluation techniques c. The ability to identify chemistry-related problems and employ engineering design in formulating roadmaps toward the corresponding solutions d. An understanding of social demands and the ability to work on corresponding solutions by incorporating knowledge of chemistry (3) The ability to explore issues actively, independently, and throughout life and work with others on solutions to social issues.
Curriculum Policy	The Department of Applied Chemistry designs its curriculum, comprising Liberal Arts Education and Specialized Education, to nurture students with the abilities stated in the diploma policy. Students are required to earn a certain number of credits in two fields and pursue wide-ranging studies in order to develop deep knowledge and understanding that transcend the traditional boundaries of science and technology. The Department designs and implements its curriculum to cultivate human resources with the specialized abilities listed in a-d below. a. The ability to conduct proper evaluations of the properties of chemical substances and use those skills to give back to society from a strong ethical foundation b. An understanding of social demands and basic policies concerning the development of new chemical substances c. The ability to collaborate in developing not only the field of chemistry but also the discipline of science and technology as a whole d. A fair, ethical mindset and the ability to gather information in an international context (1) Liberal Arts Education comprises Foreign Language, Science of Physical Education, Humanities, Social Science, and other liberal arts subjects and also includes Basic Science and Technology Subjects such as Mathematics, Physics, Chemistry, and Ethics for Engineers. By giving students opportunities to study these subjects, the curriculum allows students to develop a broad perspective and sense of ethics that transcend their areas of specialty and gain the knowledge vital to pursuing their studies in specialized education. (2) Specialized Education comprises a systematic, integrated framework of subjects that help students progress sequentially from basic knowledge to applied studies, deepening their specialized knowledge of science and technology. By offering an organic, integrated fusion of lectures on specialized fields of chemistry and related seminars, lab experiments, and practice labs, the curriculum enables students to obtain a broad range of specialized knowledge that goes beyond mere book learning and develop the adaptive ability to solve problems in response to social changes. (3) Liberal Arts Education incorporates elements of active learning. The Specialized Education curriculum also focuses on fostering students' individual motivations and, by offering related seminars, lab experiments, and practice labs on the themes of multiple subjects, allows students to pursue their interests through active learning. Graduation Research, which students conduct in their final academic year (year 4), allows students to foster their scholastic independence, work on solutions to problems through collaborative relationships, and develop the lifelong assets of interdisciplinary learning and creative thinking skills. (4) The Department of Applied Chemistry enforces strict grading policies and approves credits in accordance with syllabus content. The Department also lists said information on individual student grade reports and uses it for the purposes of academic guidance and tracking. The Department also has a system for providing individual guidance from a comprehensive standpoint, taking student grades and attitudes into consideration, which allows students to study according to individual progress and future goals.
Admission Policy	The Department of Applied Chemistry admits applicants who understand the diploma policy and have acquired the following qualities and abilities through prior education such as high school education. (1) Students seeking admission via the general entrance examination: Strong basic academic abilities in mathematics, science, and English. Students seeking admission via an examination by commendation/special examination: Basic academic abilities in mathematics, science, and English, gained through steady, consistent studies in high school. (2) The capacities for thinking, reasoning, and self-expression that form the foundation for using one's basic academic abilities in mathematics, science, and English to identify problems independently, explore possible solutions to the issues, and produce corresponding results. (3) A general interest in science as a whole, a specific interest in chemical substances and chemical phenomena, and an ambition to collaborate actively with a variety of partners in using engineering-oriented science and technology to contribute to society.