	Faculty of Science and Technology, Department of Architecture
Diploma Policy	The Department of Architecture approves the graduation of and confers a bachelor's degree (in engineering) to a student who has met the following requirements ((1), (2), and (3)) in accordance with our founding spirit and the Department's objective in developing human resources. (1) A broad educational background, strong language skills, and the ambition to contribute to and ability to realize the development of society from a broad perspective and ethical foundation grounded in that educational background. (2) A basic knowledge of the engineering elements of the architectural field, an artistic sensibility, and the basic ability to create spaces with a focus on livability, safety, aesthetics, and environmental harmony. (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 Architecture 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 architecture. (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. By offering an organic, integrated fusion of lectures and related design courses, seminars, lab experiments, and practice labs, the curriculum enables students to acquire basic knowledge in the various specialized fields of architecture and develop their artistic sensibilities. The curriculum also deepens each student's specialized knowledge in certain fields, in accordance with the student's aptitude and future career path, and enables him or her to gain sufficient basic skills for obtaining the appropriate national certifications after graduation. (3) The Liberal Arts Education and Specialized Education curricula incorporate elements of active learning and feature design courses, seminars, lab experiments, and practice labs, helping students develop the abilities to find and apply solutions to a variety of problems. In Graduation Research or Works , students hone their academic independence, develop their communication skills, and gain wide-ranging scholarly expertise and creative-thinking abilities, which represent lifelong assets for flourishing as a first-class architect or a related type of engineer. (4) The Department of Architecture enforces strict grading policies and approve 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 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 Architecture admits applicants who understand the diploma policy and have acquired the following abilities and ambitions through prior education such as high school education. (1) Strong basic academic abilities in mathematics, science, and English, which form the foundation for learning the specialized fields of architecture, gained through steady, consistent studies in high school, which represent the basis for studies at the university level. (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) An interest in creating spaces with a focus on livability, safety, aesthetics, and environmental harmony, which represent central concepts in the Department of Architecture, and an ambition to collaborate actively with a variety of partners in contributing to society as an architectural engineer.