

2027年度アドミッションポリシー(英文)

Chiba University of Commerce Admission Policy

The Admission Policy describes the approach of Chiba University of Commerce concerning the abilities and qualities required of prospective students.

Our educational philosophy is rooted in the founding spirit of our founder Dr. Ryukichi Endo's belief in nurturing "outstanding individuals" through practical education.

We consider "outstanding individuals" to be "leaders with high ethical standards, who can take a step back to view problems facing society from a broad perspective, grasp changes that are happening, and use their learning to find solutions."

Fundamental Qualities Required of Prospective Students

- Basic academic skills: Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- High ethical standards: Students who have a desire to identify real-world problems and acquire the sense of duty and morals needed to actively and independently contribute to their resolution.
- Wide-ranging knowledge: Students who can adapt to real-world changes and who have a desire to enrich their humanity by acquiring comprehensive knowledge and communication skills needed to cooperate with diverse individuals.
- Specialist knowledge and skills: Students who have a desire to acquire practical and advanced specialist abilities to identify and resolve real-world problems.

Basic Policy for the Selection of Incoming Students

General Selection will be primarily based on a scholastic aptitude test intended to determine whether candidates possess the appropriate knowledge and skills to enroll in the undergraduate degree program at the university (general comprehension, mathematical ability, capacity for expression, linguistic ability). The level of questions in the test will be in line with high school classes. A wide range of topics will be covered for assessing whether the candidates have accurately understood what they learned up to high school.

In the Comprehensive Selection, Selection by School Recommendation, and Special Selection, candidates will be selected on the basis of interviews and document screenings to assess their desire and ability to acquire the qualities required by the university.

For all selection methods, the decision will be partly based on the review of screening documents such as records of learning progress and extracurricular activities in high school. Overall academic performance may be included among the application requirements.

Faculty of Commerce and Business Administration Admission Policy

The Faculty of Commerce and Business Administration strives to provide genuinely enjoyable and interesting practical education while valuing tradition and achievement. Our education aims to nurture business professionals capable of responding flexibly to dramatic changes in economics and society and those with high ethical standards who can transform corporate activities.

Based on these educational goals, and to achieve the Diploma Policy and Curriculum Policy, we accept students who possess the appropriate knowledge and skills to enroll in the undergraduate university course and who are proactively engaged in studying all aspects of social sciences centering on commerce and management.

Fundamental Qualities Required of Prospective Students

- Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- Students who have a desire to develop expertise and wide-ranging knowledge and skills in the liberal arts to identify and resolve real-world problems.
- Students who have a desire to acquire independence, diversity, and cooperation through active learning and collaboration with diverse individuals in the real world.
- Students who have a desire to develop their capacity for thinking, making decisions, and expressing opinions, as well as upholding high ethical standards, by engaging in the learning described above.
- Students who can proactively engage in learning about all aspects of social sciences centering on commerce and management.
- Students who have a desire to gain business skills through the acquisition of various qualifications.

Basic Policy for the Selection of Incoming Students

Interviews will be conducted to confirm the students' reason for applying, their motivation to study at the university, their future goals, and so on.

Documents such as school records and study plans will be assessed. The assessment of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of university study plans, and the results of activities such as creative works and qualifications acquired in high school.

A scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes to assess whether students have accurately understood what they learned up to high school.

1. Selection by School Recommendation

Interviews, formal recommendations from school principals, school records, study plans, and essays will be used to comprehensively assess students' potential to fulfill the "Fundamental Qualities Required of Prospective Students." To assess a candidate's performance in high school, documents such as school records will carry more weight than interviews.

(1) Selection by School Recommendation under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Interviews, school records, study plans, and essays will be considered to comprehensively assess the students' potential to fulfill the "Fundamental Qualities Required of Prospective Students." To assess a candidate's motivation for studying at the university, interviews will be given greater consideration than school records and other documents.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of the topic, clarity of expression, techniques used in the presentation, appropriate responses to questions, and time management.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing their opinions.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, logical organization and explanation of their own efforts, the learning and motivation they gained from the experience, and their intellectual curiosity, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation) Candidates will be assessed through a scholastic aptitude test to assess whether they have understood what they learned through high school subjects and courses, with an emphasis on knowledge and skills. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined based on a comprehensive assessment of whether the candidates possess the appropriate knowledge and skills to enroll in an undergraduate degree program at the university (general comprehension, mathematical ability, capacity for expression, and linguistic ability). Candidates will be assessed based on a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, school records, and other documents.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed by the way they engaged in high school learning and their desire to study at university. Knowledge and skills will be given greater consideration for both the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their capacity for thinking, making decisions, and expressing opinions will be assessed through a comprehensive written test. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on their qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. Knowledge and skills will be assessed based on Japanese-Language Proficiency Test results. Candidates will be assessed based on interviews, with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of highly difficult qualifications designated by the university.

The goal of education in the Department of Commerce is to nurture individuals who can independently and systematically contribute to the development of society; who have acquired extensive specialist knowledge regarding business, economics, and society; and who can identify and analyze problems while respecting diverse opinions and approaches.

Specifically, the Department of Commerce nurtures individuals equipped with the knowledge of marketing, finance, and accounting or bookkeeping, as well as those who can identify and resolve corporate and social issues based on their knowledge of the administration, management, maintenance, and development of economic activities, data, and IT.

Fundamental Qualities Required of Prospective Students

- ◆ Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- ◆ Students who have a desire to develop expertise and wide-ranging knowledge and skills in the liberal arts to identify and resolve real-world problems.
- ◆ Students who have a desire to acquire independence, diversity, and cooperation through active learning and collaboration with diverse individuals in the real world.
- ◆ Students who have a desire to develop their capacity for thinking, making decisions, and expressing opinions, as well as upholding high ethical standards, by engaging in the learning described above.
- ◆ Students who are willing to actively engage in the learning across the whole spectrum of social sciences, with a particular focus on commercial science.
- ◆ Students who have a desire to develop business skills by acquiring bookkeeping qualifications, such as the Official Business Skill Test in Bookkeeping, as well as qualifications in marketing and finance.

Basic Policy for the Selection of Incoming Students

Interviews will be conducted to confirm the students' reason for applying, their motivation to study at the university, their future goals, and so on.

Documents such as school records and study plans will be assessed. The assessment of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of university study plans, and the results of activities such as creative works and qualifications acquired in high school.

A scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes to assess whether students have accurately understood what they learned up to high school.

1. Selection by School Recommendation

Interviews, formal recommendations from school principals, school records, study plans, and essays will be used to comprehensively assess students' potential to fulfill the "Fundamental Qualities Required of Prospective Students." To assess a candidate's performance in high school, documents such as school records will carry more weight than interviews.

(1) Selection by School Recommendation under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation under the Designated School System(Certified Public Accountant Program Scholarship Selection)

Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(4) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Interviews, school records, study plans, and essays will be considered to comprehensively assess the students' potential to fulfill the "Fundamental Qualities Required of Prospective Students." To assess a candidate's motivation for studying at the university, interviews will be given greater consideration than school records and other documents.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of the topic, clarity of expression, techniques used in the presentation, appropriate responses to questions, and time management.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing their opinions.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, logical organization and explanation of their own efforts, the learning and motivation they gained from the experience, and their intellectual curiosity, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation) Candidates will be assessed through a scholastic aptitude test to assess whether they have understood what they learned through high school subjects and courses, with an emphasis on knowledge and skills. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined based on a comprehensive assessment of whether the candidates possess the appropriate knowledge and skills to enroll in an undergraduate degree program at the university (general comprehension, mathematical ability, capacity for expression, and linguistic ability). Candidates will be assessed based on a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, school records, and other documents.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed by the way they engaged in high school learning and their desire to study at university. Knowledge and skills will be given greater consideration for both the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their capacity for thinking, making decisions, and expressing opinions will be assessed through a comprehensive written test. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on their qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. Knowledge and skills will be assessed based on Japanese-Language Proficiency Test results. Candidates will be assessed based on interviews, with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of highly difficult qualifications designated by the university.

The goal of education in the Department of Business Administration is to nurture individuals who can independently and systematically contribute to the development of society by acquiring the knowledge, skills, and abilities needed to identify and analyze problems of the society, by understanding the diverse nature of business, economics, and society from multifaceted and multilateral perspectives, and by communicating effectively with individuals from different backgrounds and with different opinions.

Specifically, the Department of Business Administration nurtures individuals who can identify and resolve administrative issues based on specific knowledge and data relating to the administration, management, maintenance, and development of economic activities in companies and other organizations, based on the understanding of the various theories of business administration.

Fundamental Qualities Required of Prospective Students

- ◆ Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- ◆ Students who have a desire to develop expertise and wide-ranging knowledge and skills in liberal arts to identify and resolve real-world problems.
- ◆ Students who have a desire to acquire independence, diversity, and cooperation through active learning and collaboration with diverse individuals in the real world.
- ◆ Students who have a desire to develop their capacity for thinking, making decisions, and expressing opinions, as well as upholding high ethical standards, by engaging in the learning described above.
- ◆ Students who are willing to actively engage in the learning across the whole spectrum of social sciences, with a particular focus on business administration.
- ◆ Students who have a desire to develop business skills by acquiring diverse finance, marketing, and bookkeeping qualifications, such as the Official Business Skill Test in Bookkeeping, the SME Management Consultant, the Business Administration Certificate, and the Business Accounting Certificate.

Basic Policy for the Selection of Incoming Students

Interviews will be conducted to confirm the students' reason for applying, their motivation to study at the university, their future goals, and so on.

Documents such as school records and study plans will be assessed. The assessment of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of university study plans, and the results of activities such as creative works and qualifications acquired in high school.

A scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes to assess whether students have accurately understood what they learned up to high school.

1. Selection by School Recommendation

Interviews, formal recommendations from school principals, school records, study plans, and essays will be used to comprehensively assess students' potential to fulfill the “Fundamental Qualities Required of

Prospective Students.” To assess a candidate’s performance in high school, documents such as school records will carry more weight than interviews.

(1) Selection by School Recommendation under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Interviews, school records, study plans, and essays will be considered to comprehensively assess the students’ potential to fulfill the “Fundamental Qualities Required of Prospective Students.” To assess a candidate’s motivation for studying at the university, interviews will be given greater consideration than school records and other documents.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates’ capacity for thinking, making decisions, and expressing opinions based on their understanding of the topic, clarity of expression, techniques used in the presentation, appropriate responses to questions, and time management.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing their opinions.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, logical organization and explanation of their own efforts, the learning and motivation they gained from the experience, and their intellectual curiosity, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation) Candidates will be assessed through a scholastic aptitude test to assess whether they have understood what they learned through high school subjects and courses, with an emphasis on knowledge and skills. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined based on a comprehensive assessment of whether the candidates possess the appropriate knowledge and skills to enroll in an undergraduate degree program at the university (general comprehension, mathematical ability, capacity for expression, and linguistic ability). Candidates will be assessed based on a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, school records, and other documents.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed by the way they engaged in high school learning and their desire to study at university. Knowledge and skills will be given greater consideration for both the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their capacity for thinking, making decisions, and expressing opinions will be assessed through a comprehensive written test. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on their qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made by considering multiple factors. Their independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records up through high school. Their knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. Knowledge and skills will be assessed based on Japanese-Language Proficiency Test results. Candidates will be assessed based on interviews, with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of highly difficult qualifications designated by the university.

The Faculty of Policy Planning and Management aims to nurture individuals with the capacity to consider various issues in society and work toward specific solutions.

Fundamental Qualities Required of Prospective Students

- Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- Students who have a desire to identify real-world problems and acquire the sense of duty and morals needed to actively and independently contribute to their resolution.
- Students who can adapt to real-world changes and who have a desire to enrich their humanity by acquiring comprehensive knowledge and communication skills needed to cooperate with diverse individuals.
- Students who have a desire to acquire practical and advanced specialist abilities to identify and resolve real-world problems.
- Students who have a desire to learn in various fields, including Law, Public Administration, Public Policy, Economics, and Sociology.
- Students who have a desire to deeply understand the theories and skills learned at university in connection with real-world problems of society and who have a desire to comprehensively apply their specialist knowledge and skills to resolving those issues.

Basic Policy for the Selection of Incoming Students

The interviews will focus on whether the candidates have a clear idea of what they want to learn at university and their future plans. Through the interviews, candidates' ability to understand the questions posed by the panel will be assessed, along with their ability to express their ideas in their own words.

Documents such as school records and study plans will be assessed. The evaluation of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of their university study plans, and the results of activities such as creative works and qualifications acquired in high school.

To assess whether the students have accurately understood what they learned up to high school, a scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes.

1. Selection by School Recommendation

Admission will be determined through a comprehensive assessment of interviews, formal recommendations from school principals, school records, study plans, and essays.

(1) Selection by School Recommendation Under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Admission will be determined through a comprehensive assessment of interviews, school records, study plans, and essays.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of various social issues, proposal of unique solutions based on investigations and analyses, clarity of expression, techniques used in the presentation, and appropriate responses to questions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinion.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, their logical organization and explanation of their own efforts, and the learning and motivation they gained from the experience, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation Category) Candidates will be assessed through a scholastic aptitude test, with an emphasis on knowledge and skills. The test is intended to assess whether the candidates have understood what they learned through high school subjects and courses. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined through a comprehensive examination of documents such as a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, and school records. Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed on the basis of the process of participation in high school

learning and the desire to study at university. Knowledge and skills will be given greater consideration for the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made considering multiple factors. Their capacity for thinking, making decisions, and expressing their opinions will be assessed based on a comprehensive written test. Independence, diversity, and cooperation in extracurricular activities will be assessed based on high school learning outcomes, including school records. Knowledge and skills will be assessed based on qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made as follows: independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records, up through high school; knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. The results of the Japanese-Language Proficiency Test will be used to assess whether the student has sufficient ability to communicate in Japanese at the university, and an interview will be conducted with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of university-designated highly difficult qualifications.

The Department of Economics aims to nurture individuals with the capacity to consider various issues in society and work toward specific solutions.

Fundamental Qualities Required of Prospective Students

- Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- Students who have a desire to identify real-world problems and acquire the sense of duty and morals needed to actively contribute to their resolution in an independent manner.
- Students who can adapt to real-world changes and who have a desire to acquire comprehensive knowledge and communication skills to cultivate the rich humanity needed to cooperate with diverse individuals.
- Students who have a desire to acquire practical and advanced specialist abilities to identify and resolve real-world problems.
- Students who have a desire to learn in various social science fields, with a focus on economics.
- Students who have a desire to engage in policymaking and causal investigation toward the resolution of various economic and social issues based on the study of economic theory and methods of empirical analysis.
- Students who have a desire to pursue economics as a practical field of study, including corporate activities and local industry trends, and develop business skills relevant to all aspects of society.

Basic Policy for the Selection of Incoming Students

The interviews will focus on whether the candidates have a clear idea of what they want to learn at university and their future plans. Through the interviews, candidates' ability to understand the questions posed by the panel will be assessed, along with their ability to express their ideas in their own words.

Documents such as school records and study plans will be assessed. The evaluation of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of their university study plans, and the results of activities such as creative works and qualifications acquired in high school.

To assess whether the students have accurately understood what they learned up to high school, a scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes.

1. Selection by School Recommendation

Admission will be determined through a comprehensive assessment of interviews, formal recommendations from school principals, school records, study plans, and essays.

(1) Selection by School Recommendation Under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Admission will be determined through a comprehensive assessment of interviews, school records, study plans, and essays.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of various social issues, proposal of unique solutions based on investigations and analyses, clarity of expression, techniques used in the presentation, and appropriate responses to questions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinion.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, their logical organization and explanation of their own efforts, and the learning and motivation they gained from the experience, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation Category) Candidates will be assessed through a scholastic aptitude test, with an emphasis on knowledge and skills. The test is intended to assess whether the candidates have understood what they learned through high school subjects and courses. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined through a comprehensive examination of documents such as a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, and school records.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed on the basis of the process of participation in high school learning and the desire to study at university. Knowledge and skills will be given greater consideration for the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made considering multiple factors. Their capacity for thinking, making decisions, and expressing their opinions will be assessed based on a comprehensive written test. Independence, diversity, and cooperation in extracurricular activities will be assessed based on high school learning outcomes, including school records. Knowledge and skills will be assessed based on qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made as follows: independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records, up through high school; knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. The results of the Japanese-Language Proficiency Test will be used to assess whether the student has sufficient ability to communicate in Japanese at the university, and an interview will be conducted with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of university-designated highly difficult qualifications.

The Department of Policy Informatics aims to nurture individuals with the capacity to consider various issues in society and work toward specific solutions.

Fundamental Qualities Required of Prospective Students

- Students who have acquired the basic academic skills necessary for university study through extensive learning in the high school education curriculum.
- Students who have a desire to identify real-world problems and acquire the sense of duty and morals needed to actively contribute to their resolution in an independent manner.
- Students who can adapt to real-world changes and who have a desire to acquire comprehensive knowledge and communication skills to cultivate the rich humanity needed to cooperate with diverse individuals.
- Students who have a desire to acquire practical and advanced specialist abilities to identify and resolve real-world problems.
- Students who have a desire for interdisciplinary learning in various fields, including Law, Public Administration, Public Policy, Economics, and Sociology.
- Students who have a desire to engage in co-creation with diverse individuals that form society by independently participating in local community activities based on the study of public policy and urban planning.
- Students who have a desire to resolve issues by utilizing digital media technology; master media expression techniques that resonate with people; and use these techniques in public policy, urban planning, and business.

Basic Policy for the Selection of Incoming Students

The interviews will focus on whether the candidates have a clear idea of what they want to learn at university and their future plans. Through the interviews, candidates' ability to understand the questions posed by the panel will be assessed, along with their ability to express their ideas in their own words.

Documents such as school records and study plans will be assessed. The evaluation of these documents will consider the results of learning and activities up through high school, the specifics and feasibility of their university study plans, and the results of activities such as creative works and qualifications acquired in high school.

To assess whether the students have accurately understood what they learned up to high school, a scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes.

1. Selection by School Recommendation

Admission will be determined through a comprehensive assessment of interviews, formal recommendations from school principals, school records, study plans, and essays.

(1) Selection by School Recommendation Under the Designated School System

Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of their essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Admission will be determined through a comprehensive assessment of interviews, school records, study plans, and essays.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of various social issues, proposal of unique solutions based on investigations and analyses, clarity of expression, techniques used in the presentation, and appropriate responses to questions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and essays, with an emphasis on their capacity for thinking, making decisions, and expressing opinion.

(Inquiry-Based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, their logical organization and explanation of their own efforts, and the learning and motivation they gained from the experience, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation Category) Candidates will be assessed based on their participation in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation Category) Candidates will be assessed through a scholastic aptitude test, with an emphasis on knowledge and skills. The test is intended to assess whether the candidates have understood what they learned through high school subjects and courses. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined through a comprehensive examination of documents such as a scholastic aptitude test, a comprehensive written test, the results of the Common Test for University Admissions, and school records.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed on the basis of the process of participation in high school learning and the desire to study at university. Knowledge and skills will be given greater consideration for the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic aptitude test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made considering multiple factors. Their capacity for thinking, making decisions, and expressing their opinions will be assessed based on a comprehensive written test. Independence, diversity, and cooperation in extracurricular activities will be assessed based on high school learning outcomes, including school records. Knowledge and skills will be assessed based on qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made as follows: independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records, up through high school; knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, and Japanese-Language Proficiency Test results. The results of the Japanese-Language Proficiency Test will be used to assess whether the student has sufficient ability to communicate in Japanese at the university, and an interview will be conducted with an emphasis on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of interviews, school records, and study plans. Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of university-designated highly difficult qualifications.

The Faculty of Service Innovation aims to nurture individuals who can provide service innovation in response to the future needs of society. To that end, our curriculum is designed around three approaches to learning: “learning from study,” “learning from industry,” and “learning from activity.” We welcome candidates with a strong sense of ambition who aspire to grow together with others, making full use of these learning opportunities in collaboration with numerous official supporters in the business world.

Fundamental Qualities Required of Prospective Students

- Vision and passion

Students who have a keen interest in matters of public concern pertaining to service innovation and a desire to clearly identify personal and academic goals for the future and engage in ongoing study of service innovation, along with a desire to independently engage in practical studies of service innovation

- Basic academic skills

Students who have acquired extensive basic knowledge and capacity for thinking and expression necessary for studying at the Faculty of Service Innovation in education courses prior to university and who have fully mastered this content

- Ability to work with others with good manners

Students who are willing to cooperate with others responsibly and who have the grace and sociability to interact with various people both within and outside the university to achieve learning through cooperation

- Ability to take action

Students who are able to accurately ascertain the actions needed to achieve their goals and proactively work toward accomplishing those goals.

Basic Policy for the Selection of Incoming Students

Documents such as school records and study plans will be assessed. The evaluation of these documents will consider the results of learning and activities through high school, the specifics and feasibility of university study plans, and the results of activities such as creative works and qualifications acquired in high school.

In the interview, the candidate will be asked questions to confirm their understanding of the undergraduate curriculum, which is designed around three approaches to learning (“learning from study,” “learning from industry,” and “learning from activity”), and to confirm that they have set specific university education goals. Simultaneously, the candidate will be expected to provide a detailed account of what they devoted their time and effort to in high school.

To assess whether students have accurately understood what they learned up to high school, a scholastic aptitude test will be conducted to assess their general comprehension, mathematical ability, capacity for expression, and linguistic ability based on the content of high school classes.

1. Selection by School Recommendation

Admission will be determined through a comprehensive assessment of four points: vision and passion, basic academic skills, ability to work with others with good manners, and ability to take action. The assessment will be based on interviews, school principals’ letters of recommendation, school records, study plans, and essays.

(1) Selection by School Recommendation Under the Designated School System

Candidates will be assessed based on the content of the essays, with an emphasis on capacity for thinking, making decisions, and expressing opinions.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on the content of the essays, with an emphasis on capacity for thinking, making decisions, and expressing opinions.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their outstanding achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation.

2. Comprehensive Selection

Admission will be determined through a comprehensive assessment of four points: vision and passion, basic academic skills, ability to work with others with good manners, and ability to take action. The assessment will be based on interviews, school records, study plans, and essays.

(1) Comprehensive Selection for Scholarship Students

Candidates with particularly outstanding results who are deemed to have the ability to play active roles as leaders in various fields of learning will be selected for a scholarship.

(Presentation Category) The assessment of presentations will focus on the candidates' capacity for thinking, making decisions, and expressing opinions based on their understanding of the subject matter, ability to develop ideas and logic toward resolving issues, clarity of expression, presentation skills, and appropriate responses to questions.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications, with an emphasis on knowledge and skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and essay content, with an emphasis on their capacity for thinking, making decisions, and expressing their opinions.

(Inquiry-based learning category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, the logical organization and explanation of their own efforts, and the learning and motivation they gained from the experience, with an emphasis on independence, diversity, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to evaluate whether they have accurately understood what they learned up to high school, with an emphasis on knowledge and skills.

(Qualifications/Certifications Category) Candidates will be assessed based on qualifications and certifications, with an emphasis on knowledge and skills.

(Activity Evaluation Category) Candidates will be assessed based on outstanding efforts and achievements in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(3) Simultaneous Comprehensive Selection

(Activity Evaluation Category) Candidates will be assessed based on outstanding efforts and achievements in extracurricular activities, with an emphasis on independence, diversity, and cooperation.

(Academic Evaluation Category) Candidates will be assessed based on the results of a scholastic aptitude test to determine whether they have a good understanding of what they learned up to high school, with an emphasis on knowledge and skills. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Admission will be determined based on the results of a comprehensive document review, including a scholastic aptitude test, a comprehensive written test, the Common Test for University Admissions, and school records, to evaluate whether the candidate has the basic academic skills necessary for service innovation study. In this selection, the candidates are required to understand the importance of four points: vision and passion, basic academic skills, ability to work with others with good manners, and ability to take action, all of which are necessary for development within the Faculty of Service Innovation.

Candidates with particularly outstanding results will be selected for a scholarship. In the Independence Assessment Category, independence will be assessed on the basis of the process of engagement in high school learning and the desire to study at the university. Knowledge and skills will be given greater consideration for the Individual Examination Category and the Common Test for University Admissions Category.

(1) Individual Examination Category

Candidates will be assessed based on the results of a scholastic ability test, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made as follows: capacity for thinking, making decisions, and expressing opinions will be assessed through a comprehensive written test; independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records, throughout high school; and knowledge and skills will be assessed based on qualifications and certifications.

(2) Common Test for University Admissions Category

Candidates will be assessed based on the results of the Common Test for University Admissions, with an emphasis on knowledge and skills. In addition, a comprehensive assessment will be made as follows: Independence, diversity, and cooperation in extracurricular activities will be assessed based on learning outcomes, including school records, up through high school; and knowledge and skills will be assessed based on qualifications and certifications.

4. Special Selection

Admission will be determined through a comprehensive assessment of four points: vision and passion, basic academic skills, ability to work with others with good manners, and ability to take action. The assessment will be based on interviews, study plans, and essays.

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Knowledge and skills will be assessed based on the results of the Japanese-Language Proficiency Test, and an interview will be conducted with a focus on independence, diversity, and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Scholarship students will be selected through a comprehensive assessment of knowledge and skills based on the acquisition of high-difficulty qualifications designated by the university.

The Faculty of Humanities and Social Sciences aims to nurture professionals who can play an active role in contemporary society, where sustainability is in high demand. To this end, it is desirable for students to acquire the ability to envision and realize a sustainable world in which everyone can live a better life. To achieve such a vision, it is necessary to have wide-ranging interests in matters and problems related to people, society, and nature and research these topics independently. In addition, it is essential to cooperate with others based on an understanding and respect for diverse people to carry out practical activities related to this vision. We welcome students with a desire to learn about the world through wide-ranging studies in sociology, economics, political science, environmental studies, social welfare, and so on, to investigate social issues on their own, cooperate with diverse people, actively engage in practical activities, and study with the aim of realizing a sustainable world.

Fundamental Qualities Required of Prospective Students

- Students who have completed a wide range of high school education courses, possess the basic academic skills necessary for learning, and have a desire to conduct in-depth independent research to expand their knowledge (knowledge and skills).
- Students who have a desire to envision and realize a sustainable world in which everyone can live a better life (capacity for thinking, making decisions, and expressing opinions).
- Students who have a capacity for logical thinking, accurate reading comprehension, and the ability to communicate effectively (capacity for thinking, making decisions, and expressing opinions).
- Students who respect the beliefs of individuals from different cultural, social, and historical backgrounds and who have a desire to engage in a lively exchange of ideas and opinions with a view to understanding diversity (independence, diversity, and cooperation).
- Students who have a desire to be proactive and cooperate in practical studies in collaboration with various other parties, both within and outside the university (independence, diversity, and cooperation).

Basic Policy for the Selection of Incoming Students

For the selection of new students in the Faculty of Humanities and Social Sciences, the Fundamental Qualities for Prospective Students will be evaluated using the following methods.

Interviews will be conducted primarily to comprehensively evaluate candidates' desire to realize a sustainable society, their ability to think logically and communicate accurately, their understanding of diversity, their positive attitude toward learning, and their cooperative spirit to engage with issues. School records and study plans will be used to evaluate candidates' positive attitude toward learning in high school and their ability to cooperate with others. Records of certifications and scholastic ability tests will be used to evaluate basic academic skills and accurate reading comprehension up to high school level. The specific selection policies are as follows.

1. Selection by School Recommendation

Admission will be determined through a comprehensive assessment based on interviews, school principals' letters of recommendation, school records, and essays, focusing on basic academic skills, capacity for thinking, communication skills, and proactiveness.

(1) Selection by School Recommendation Under the Designated School System

Candidates will be assessed based on letters of recommendation, school records, and content of essays to confirm their capacity for thinking, making decisions, and expressing opinions. In particular, the assessment will focus on basic academic skills, capacity for thinking, communication skills, and proactiveness.

(2) Selection by School Recommendation Under the Open Recruitment System

(Academic Evaluation Category) Candidates will be assessed based on letters of recommendation, school records, and the content of essays to confirm their knowledge and skills. In particular, the assessment will focus on basic academic skills, capacity for thinking, communication skills, and proactiveness.

(Qualifications/Certifications Category) Candidates will be assessed based on letters of recommendation, school records, and qualifications and certifications to confirm their knowledge and skills. In particular, the assessment will focus on basic academic skills, capacity for thinking, communication skills, and proactiveness.

(3) Selection by School Recommendation under Culture/Sports Achievements

(Scholarship Student Selection/General Selection Category) Candidates will be assessed based on their achievements in cultural and/or sports activities, with an emphasis on independence, diversity, and cooperation. In particular, the assessment will focus on proactiveness and cooperation.

2. Comprehensive Selection

Admission will be determined through a comprehensive assessment based on study plans, essays, and interviews, focusing on capacity for thinking, communication skills, understanding of diversity, proactiveness, and cooperation.

(1) Comprehensive Selection for Scholarship Students

To select particularly outstanding candidates for a scholarship, the selection will be based on their exploratory approach to the subject matter, the status of their qualifications, and the character assessments of their graduating faculty members.

(Presentation Category) Candidates will be assessed based on their understanding of the subject matter, appropriateness of data collection methods, presentation skills, and appropriate responses to questions to confirm their capacity for thinking, making decisions, and expressing opinions. In particular, the assessment will focus on understanding of diversity, reading comprehension, and communication skills.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications to confirm their knowledge and skills. In particular, the assessment will focus on possession of basic academic skills.

(Recommendation by a Teacher Who is a CUC Graduate) Candidates will be assessed based on character assessment forms, school records, and the content of the essays to confirm their capacity for thinking, making decisions, and expressing opinions. In particular, the assessment will focus on proactiveness and cooperation.

(Inquiry-based Learning Category) Through an inquiry-based learning report and an oral examination, candidates will be assessed from the perspectives of their actions in inquiry-based learning, their logical organization and explanation of their own efforts, and the learning and motivation they gained from the experience to confirm independence, diversity, and cooperation. In particular, the assessment will focus on the understanding of diversity, proactiveness, and cooperation.

(2) General Comprehensive Selection

(Academic Evaluation Category) Candidates will be assessed based on the results of a basic scholastic aptitude test to confirm their knowledge and skills. The assessment will particularly focus on capacity for thinking and communication skills, which will be assessed through the interview.

(Qualifications/Certifications Category) Candidates will be assessed based on their qualifications and certifications to confirm their knowledge and skills. In particular, the assessment will focus on possession of basic academic skills.

(Activity Evaluation Category) Candidates will be assessed based on their efforts in extracurricular activities to confirm their independence, diversity, and cooperation. In particular, the assessment will focus on proactiveness and cooperation.

(3) (Activity Evaluation Category) Candidates will be assessed based on their efforts in extracurricular activities to confirm their independence, diversity, and cooperation. In particular, the assessment will focus on proactiveness and cooperation.

(Academic evaluation) Candidates will be assessed through a scholastic aptitude test to evaluate whether they have understood what they learned through high school subjects and courses, with an emphasis on knowledge and skills. Candidates with particularly outstanding results will be selected for a scholarship.

3. General Selection

Candidates will be assessed based on an examination of documents, including the results of a scholastic ability test, a comprehensive written test, the Common Test for University Admissions, school records, and so on, to confirm their knowledge and skills. Admission will be determined through a comprehensive assessment, with a particular focus on evaluating whether a candidate possesses basic academic skills.

(1) Individual Examination Category

Focusing on the results of the individual tests, basic academic skills will be evaluated by adding the assessment of school records to the results. In the scholastic ability test, particular emphasis will be placed on Japanese among the designated subjects.

(2) Common Test for University Admissions Category

Focusing on the results of the Common Test for University Admissions, basic academic skills will be evaluated by adding the evaluation of school records to the results.

4. Special Selection

(1) Special Selection for International Students, Special Selection for Students with Foreign Roots Residing in Japan

Admission will be determined through a comprehensive assessment of interviews, study plans, essays, results of the Japanese-Language Proficiency Test, and so on. The results of the Japanese-Language Proficiency Test will be used to confirm candidates' knowledge and skills. In particular, the assessment will focus on basic academic skills. Interviews will be conducted to assess candidates' proactiveness and cooperation.

(2) Special Selection based on Recommendation by the National Association of Principals of Commercial High Schools

Admission will be determined through a comprehensive assessment of school records, study plans, and so on. Knowledge and skills will be confirmed based on the acquisition of high-difficulty qualifications designated by the university. Scholarship students will be selected based on an assessment of basic academic skills and other qualities.