

TSURU university offers **66** TISP courses across **9** fields of study.(Of these, **45** courses are offered in English.)

【Spring Semester】★ : English–Taught Course

Field of Study	Course Title	Course Description
Japanese Language	★Japanese S1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type . Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	Japanese S2	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a well-balanced manner, and to be able to communicate more naturally on familiar topics. •You Can understand and use commonly used everyday expressions and basic phrases to satisfy specific needs. •You can introduce yourself and others and ask and answer questions about personal information such as where you live, who you know, and what you have. •You can have simple interactions if the other person speaks slowly and clearly and offers help.
	Japanese S3	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a balanced way, and to develop the ability to connect with people through dialogue in Japanese. To achieve this, students will learn Japanese that suits the situation, situation, and topic. In addition to the main text, students will understand and use N3 level grammar with the "Grammar Note". In addition, students will strengthen their vocabulary with the "Word Note". Through two presentations, students will improve their presentation skills in Japanese. You will improve your writing skills through writing a comprehensive composition. There will be a review quiz every 3 lessons.
	Japanese S4	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a balanced way, and to develop the ability to connect with people through dialogue in Japanese. To achieve this, students will learn Japanese that suits the situation, situation, and topic. In addition to the main text, students will understand and use N3 level grammar with the "Grammar Note". In addition, students will strengthen their vocabulary with the "Word Note". Through two presentations, students will improve their presentation skills in Japanese. You will improve your writing skills through writing a comprehensive composition. There will be a review quiz every 3 lessons.
	★Intensive Japanese Course S1	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a balanced way, and to develop the ability to connect with people through dialogue in Japanese. To achieve this, students will learn Japanese appropriate for the situation, the setting, and the topic. Students will experience giving presentations and improve their presentation skills in Japanese. Students will also improve their writing skills in the preparation stage. Courses will be determined by the results of a placement test.
	Intensive Japanese Course S2	
	Intensive Japanese Course S3	
	Intensive Japanese Course S4	
Japanese Study	Japanese Study:Politics&Economy	This is a course aimed at international students. Students will acquire basic knowledge about Japanese politics and economics, and will discuss and research a variety of topics with Japanese people.
	★Japanese Study:Film Arts	In this course, by analysing the films of Japan taken by foreigners, students will explore the meaning of seeing the world through images. The course aims to enable students to understand the meaning of culture and images for human beings and to apply this to their own interests.
	Japanese Study:Contemporary Society	This course is for international students with an intermediate level of Japanese or higher. [Learning Objectives] Students will gain knowledge about contemporary Japanese society and language through various topics. Students will be able to exchange opinions, give presentations, and write essays in Japanese on various topics. [Course Overview] Students will learn about Japanese society and language through pair work and group work with Japanese students, following the topics in the textbook. Through activities such as discussions, presentations, comments, and report writing, students will develop their four Japanese language skills.
	Japanese Study:Traditional Cultures	This course is for international students with an intermediate or higher level of Japanese language proficiency. [Goals] Acquire knowledge about modern Japanese society and language through a variety of topics. Be able to exchange opinions, make presentations, and write in Japanese on a variety of topics. [Course Overview] Students will learn about Japanese society and language through pair and group work with Japanese students, following the topics in the textbook. They will develop all four Japanese language skills through activities such as discussions, presentations, commenting, and report writing.
	★Independent Studies	In this course, exchange students can pursue academic research according to their own interests. Students work their research papers with the regular support of their supervisor.
Internship	★Japanese Culture Seminar(Internship) 1	This is a course for exchange students. Any exchange student who can speak English can take this course. You will work as a teaching assistant in high school English classes. You will teach English to high school students while helping out high school English teachers. A teacher will accompany you to the high school every time.

Cultural Studies	★Introducing Japan 1	For Japanese students, you will learn to explain and describe aspects of Japanese society, life, culture, daily life and history to non-Japanese. For non-Japanese students, you will have the chance to learn about aspects of Japan that go beyond what you can find in a textbook, website, or youtube video.
	★Introducing Mt.Fuji 1	In this course you will learn about Mt. Fuji and the Surrounding Areas. Themes will include Sustainable Tourism, Local Promotion, and Environmental Protection. Art, History, Geology, Religion and Tourism will all be studied.
	★Japanese Literature in English	Thirty years have passed since the Great Hanshin–Awaji Earthquake, and fifteen years since the Great East Japan Earthquake. In this course, we will read contemporary Japanese literature in English translation and consider what kinds of responses the novel makes possible in the face of a disaster of unprecedented scale. Through close reading and in-class discussion, we will examine how each work receives and registers the earthquake and its aftermath—what it seeks to depict, and what we as readers can draw out from it. The aim is for each student to develop their own interpretation through careful attention to the text. In the latter part of the course, students will choose one of the works we have read and give a presentation on it. Texts will be shared via WebClass; however, students who are especially interested are encouraged to purchase their own copies. This course will be conducted in both Japanese and English, depending on students' needs and participation. At the end of this course, students will be able to: • Read texts written in English while understanding the grammar and the vocabularies • Read texts closely and study the passages from multiple perspectives • Communicate own considerations and comments to others in English (or Japanese)
	★International Cultural Exchange Seminar 2	【Objective and theme of this seminar】 This seminar aims to enable students from different cultural and linguistic backgrounds to deepen their understanding of others through studying the literary works and cultures of different countries together, and at the same time to develop their ability to communicate their ideas to an international audience. 【Overview of this seminar】 This is a face-to-face class in which Japanese students and exchange students participate together. *Language: English (Japanese students have English language skills to enable discussion). In this seminar, participants will deepen their reading of modern and contemporary short stories from Japan (Mori Ogai, Dazai Osamu, Enchi Fumiko, Mishima Yukio and Oe Kenzaburo) and other countries through group discussions. English translations and English originals will be used as texts.
	★Comparative Culture in English 3	In this course, Task-Based Learning is used as the foundation to develop intercultural understanding and practical English communication skills through themes such as culture, society, gender, family, and mental health. Through tasks such as film analysis, discussions, and project-based work, students will develop the ability to view issues from intercultural perspectives, collaboratively solve problems, and express their ideas in English. In addition, the course aims to foster an attitude of using English not merely as knowledge, but as a tool for understanding and expressing social issues. The same textbook will be used throughout the year: Units 1–6 in the first semester and Units 7–12 in the second semester.
	★Comparative Culture in English 5	Based on criminological understandings, the course will explore current situation in European countries and in the United States in regard to the recent immigration problem. Does immigration increase crime? Various previous studies had covered the issue and an amount of criminological and sociological theories were invented for such explanations. Then, how is the statistical consequence? Can such theories satisfactory explain the figures? The class shall be carried out in English.
	★Culture and Society(Asia) 5	Theme: Modern history of India-Pakistan relation. At this class, English is used and Japanese language is not used.
Language Science	★Intercultural Communication1	The aim of this course is to provide a solid foundation to the study of intercultural communication, with a view to helping students be better skilled and better prepared in their own intercultural engagement. The course begins by establishing key definitions, before exploring several key concepts in succession: Culture, communication, and identity. This exploration provides the foundation for Intercultural Communication II.
	★Cummunication Studies 1	This course aims to introduce students to fundamental concepts, theories, and contexts of human communication. It develops students' ability to analyze communication processes across interpersonal, group, public, intercultural, and mediated settings. The course also builds practical communication skills, including listening, speaking, collaboration, and ethical communication. By the end of the course, students should be able to apply communication principles critically and reflectively in academic, professional, and everyday contexts. If you intend to take this class please join our Google Classroom via the link below.
International Studies	★World Englishes 1	This course offers an introduction to the formal study of the English language. As such, the course will focus on several key factors about the English language: its history, its current usage, and its spread in a variety of ways across the globe. In particular, as English becomes more globalized, or internationalized, various World Englishes have become a reality; this course explores some of those Englishes and the reasons for their proliferation. Students will read materials written for native speakers some of the world's dominant varieties of English. The issues mentioned above lead to a natural discussion of what is "standard" English today and what is a "native speaker."
	Japanese Politeness Skills 1	This course is for international students with an intermediate or higher level of Japanese language proficiency. [Goals] Understand the basic system of honorific expressions in Japanese and be able to use appropriate honorific expressions depending on the situation, taking into account cultural and social factors in Japanese society such as hierarchical relationships, internal and external relations, and social distance. Be able to communicate naturally in specific interpersonal situations (at university, in everyday life, and in service settings) and explain the cultural background of honorific expressions by comparing them with one's own culture.
	★International Society and Low	Course outline: The aim of this class is to introduce and understand: How the International society/community responds the international or domestic conflicts or disputes.

Education	★Education and International Development	This course provides an introduction to the field of developmental psychology, exploring human growth and change across the lifespan. Topics include cognitive, emotional, social, and physical development from infancy through old age. Students will examine major theories, research methods, and real-world applications of developmental psychology in various contexts. By the end of this course, students will be able to: 1. Understand the main theories and research methods in developmental psychology 2. Describe the major milestones in physical, cognitive, and socioemotional development 3. Analyze how nature and nurture interact to shape human development 4. Apply developmental concepts to practical situations involving children and adolescents 5. Critically evaluate research in developmental psychology
	★Facilitation Skills	This course aims to develop students' facilitation skills as practical tools for supporting dialogue, collaboration, and group decision-making in real-world contexts. Students will learn to: Practice active listening / Ask effective questions / Create psychologically safe discussion spaces / Manage group participation / Facilitate consensus-building / Handle conflict constructively / Structure and visualize discussions / Design and manage discussion flow
	★School Psychology	Course Description: School Psychology is an introductory course designed to explore the foundational principles of school psychology in educational settings. This course will provide students with a broad understanding of how psychological theories and research apply to the academic, social, and emotional development of children and adolescents in school environments. Course Objectives: By the end of the course, students will be able to: 1. Understand the historical development and current role of school psychology. 2. Identify key theories of child and adolescent development relevant to educational settings. 3. Explain assessment techniques used to evaluate cognitive, emotional, and behavioral functioning. 4. Analyze intervention strategies for academic and behavioral challenges. 5. Discuss the importance of collaboration among educators, parents, and school psychologists. 6. Evaluate ethical and legal considerations in school psychology.
Study Abroad	★Preparation for Study Abroad 1	This course aims to support Japanese students preparing to study abroad by sharing personal experiences with visa applications and immigration procedures and introducing your own culture.

Field of Study	Course Title	Course Description
Japanese Language	★Japanese F1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type . Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
	Japanese F2	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a well-balanced manner, and to be able to communicate more naturally on familiar topics. •You Can understand and use commonly used everyday expressions and basic phrases to satisfy specific needs. •You can introduce yourself and others and ask and answer questions about personal information such as where you live, who you know, and what you have. •You can have simple interactions if the other person speaks slowly and clearly and offers help.
	Japanese F3	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a balanced way, and to develop the ability to connect with people through dialogue in Japanese. To achieve this, students will learn Japanese that suits the situation, situation, and topic. In addition to the main text, students will understand and use N3 level grammar with the "Grammar Note". In addition, students will strengthen their vocabulary with the "Word Note". Through two presentations, students will improve their presentation skills in Japanese. You will improve your writing skills through writing a comprehensive composition. There will be a review quiz every 3 lessons.
	Japanese F4	The goal is to improve communication skills in Japanese by learning the four skills of "speaking, listening, writing, and reading" in a balanced way. To achieve this, you will acquire the ability to communicate and converse in Japanese through many tasks. In particular, you will be conscious of paragraph composition and hone your speaking skills by being conscious of "speaking in chunks". In addition, you will aim to understand and be able to use JLPTN2 level grammar. Improve your presentation skills in Japanese through two presentations. Homework sheets are given every class to review the content covered in class, so be sure to complete them before the next class. There is a confirmation quiz every 2nd lesson.
	★Intensive Japanese Course F1	The goal is to learn the four skills of "speaking, listening, writing, and reading" in a balanced way, and to develop the ability to connect with people through dialogue in Japanese. To achieve this, students will learn Japanese appropriate for the situation, the setting, and the topic. Students will experience giving presentations and improve their presentation skills in Japanese. Students will also improve their writing skills in the preparation stage. Courses will be determined by the results of a placement test.
	Intensive Japanese Course F2	
	Intensive Japanese Course F3	
	Intensive Japanese Course F4	
Japanese Study	Japanese Study:Pop Cultures	This course is designed for international students. The goal is to provide students with a basic understanding of Japanese pop culture, enabling them to discuss various topics with Japanese people and build a foundation for deeper independent research.
	★Japanese Study:Arts	This course focuses on Japanese culture and images through the works of Akira Kurosawa and Yasujiro Ozu, two most important Japanese film directors. Through this, the course aims to enable students to deepen their understanding not only of Japanese cinema but also of unique Japanese traditional arts such as "No" and "Kabuki", and examine Japanese culture from a multicultural perspective.
	Japanese Study:Contemporary Society	This course is for international students with an intermediate level of Japanese or higher. [Learning Objectives] Students will gain knowledge about contemporary Japanese society and language through various topics. Students will be able to exchange opinions, give presentations, and write essays in Japanese on various topics. [Course Overview] Students will learn about Japanese society and language through pair work and group work with Japanese students, following the topics in the textbook. Through activities such as discussions, presentations, comments, and report writing, students will develop their four Japanese language skills.
	Japanese Study:Traditional Cultures	This course is for international students with an intermediate or higher level of Japanese language proficiency. [Goals] Acquire knowledge about modern Japanese society and language through a variety of topics. Be able to exchange opinions, make presentations, and write in Japanese on a variety of topics. [Course Overview] Students will learn about Japanese society and language through pair and group work with Japanese students, following the topics in the textbook. They will develop all four Japanese language skills through activities such as discussions, presentations, commenting, and report writing.
	★Independent Studies	In this course, exchange students can pursue academic research according to their own interests. Students work their research papers with the regular support of their supervisor.
Internship	★Japanese Culture Seminar(Internship) 2	This is a course for exchange students. Any exchange student who can speak English can take this course. You will work as a teaching assistant in high school English classes. You will teach English to high school students while helping out high school English teachers. A teacher will accompany you to the high school every time.

Cultural Studies	★Introducing Japan 2	For Japanese students, you will learn to explain and describe aspects of Japanese society, life, culture, daily life and history to non-Japanese. For non-Japanese students, you will have the chance to learn about aspects of Japan that go beyond what you can find in a textbook, website, or youtube video.
	★Introducing Mt.Fuji 2	In this course you will learn about Mt. Fuji and the Surrounding Areas. Themes will include Sustainable Tourism, Local Promotion, and Environmental Protection. Art, History, Geology, Religion and Tourism will all be studied
	★Japanese Calligraphy	Aims of this course: -Acquire knowledge on the tradition of Japanese calligraphy and find out how it is related with modern Japanese society. -Gain skills to make original works after practicing Hiragana, Katakana, and Kanji. -Discover the different cultural values through these activities. Through the appreciation of classic and contemporary calligraphy works, students understand Japanese Calligraphy as the figurative art that express the beauty of writing.
	★Japanese Culture Fieldwork	Aim of the Course) This class is a part of teacher education in relation to how to design attractive fieldwork classes at any places. It provides students to get 'hand-on experience' and 'communication with local people/artists' by visiting traditional Japanese cultural & historical sites. It is opened for both European and Japanese students (GED only) using English as our common language. Students are expected to actively get involved in; 1) Experience Japanese traditional culture & history 2) Acquiring interpretation skills 3) Learning how to design fieldwork classes at schools 4) Communication with local people & artists
	Popular Culture	This course examines popular music through the perspectives of race, feminism, gender, and sexuality. While the worlds of so-called art music and classical music have long been dominated by heterosexual white men, popular music—especially rock—has also largely reflected this dominance. At the same time, however, popular music has often been associated with ideas of resistance and social change. The course explores whether such forms of resistance are truly effective and considers why popular music has become closely connected with struggles against discrimination based on race, gender, sexuality, and other forms of inequality. By examining these issues, students will develop a deeper understanding of the experiences of marginalized groups while engaging in a critical analysis of popular music and its cultural significance.
	International Cultural Exchange Seminar 1	Develop intercultural communication skills and a deeper understanding of diverse cultures and perspectives through collaborative study of literature and cultural works with students from different linguistic and cultural backgrounds.
	★Comparative Culture in English 2	This course aims to develop students' intercultural awareness and practical English communication skills through a Task-Based Learning approach. Students explore themes such as culture, family, gender, mental health, and society through film analysis, discussions, and project work. By engaging in collaborative tasks, students will enhance their ability to interpret social issues from intercultural perspectives and express their ideas in English. The course emphasizes using English as a tool for understanding and communicating about real-world issues rather than merely acquiring linguistic knowledge.
	★Comparative Culture in English 4	This course aims to develop students' intercultural awareness and practical English communication skills through a Task-Based Learning approach. Students explore themes such as culture, family, gender, mental health, and society through film analysis, discussions, and project work. By engaging in collaborative tasks, students will enhance their ability to interpret social issues from intercultural perspectives and express their ideas in English. The course emphasizes using English as a tool for understanding and communicating about real-world issues rather than merely acquiring linguistic knowledge.
	★Intercultural Communication2	The aim of this course is to build upon Intercultural Communication I, again with a view to helping students be better skilled and better prepared in their own intercultural engagement. The course explores intercultural communication in contexts such as study abroad, relationships, and the workplace, and round off with a rethinking of "global citizenship" in terms of intercultural competence. If you intend to take this course please join our Google Classroom at the start of 2nd Semester via the link below.
	★History of Eastern and Western Ideas	【Outline】 In this course, students will be exposed different thoughts and practices to question their framework of mind. This year, "community" will be the main theme of this course. How should we live with others? This is an inevitable question for us, social being. Ancient and modern thoughts have been confronting this question. In this course, we will engage in group dialogue on a variety of questions and themes related to community, referring to different practices and literature. Students are expected to be willing to discuss not only the literature presented in the class, but also to face other students and actively engage in discussion. 【Objectives】 (1) To reconsider the historical and social background of the framework of thought that directs one's way of life, and to open up the possibility of a different way of thinking and attitude by questioning. (2) To acquire an attitude of interactive thinking by opening one's own thinking to dialogue with others and deepening one's own thinking through a dialogue.
	★Cross-cultural Communication	This course is based on a Task-Based Learning (TBL) approach and aims to develop students' intercultural understanding and practical English communication skills through themes such as culture, communication, social values, media, and identity. Through engaging in tasks such as film analysis, discussions, role-plays, problem-solving activities, and project creation, students will work toward acquiring the following knowledge and abilities: The ability to view culture from multiple perspectives within everyday life and social structures The ability to understand misunderstandings and value differences in intercultural communication The ability to examine social themes (e.g., gender, mental health, technology) from a cultural perspective The ability to collaboratively engage in tasks and deepen discussions The ability to express their own opinions and analyses in English The attitude of using English not merely as an object of study, but as a tool for thinking and dialogue.

Language Science	★World Englishes 2	This course offers an introduction to the formal study of the English language. As such, the course will focus on several key factors about the English language: its history, its current usage, and its spread in a variety of ways across the globe. In particular, as English becomes more globalized, or internationalized, various World Englishes have become a reality; this course explores some of those Englishes and the reasons for their proliferation. Students will read materials written for native speakers some of the world's dominant varieties of English. The issues mentioned above lead to a natural discussion of what is "standard" English today and what is a "native speaker."
	★British Novels 2	British 19th–20th Century Short Stories and War In this course, students will closely read British short stories from the 19th and 20th centuries while exploring the wars that shaped their historical and cultural background. Although works that directly depict the battlefield, such as All Quiet on the Western Front by Erich Maria Remarque, are commonly recognized as war literature, this course also examines how texts portraying postwar society or everyday life can be understood as war literature by considering the lasting impact of war. Since war affects not only the battlefield but also ordinary people's daily lives, the course explores how even characters who appear distant from war are influenced by its presence. Students will study several short stories alongside the historical contexts of the various wars experienced by Britain during the 19th and 20th centuries, including conflicts that may be less familiar to Japanese students, and use this knowledge to interpret the texts. The course will also introduce the backgrounds of three featured authors. In the concluding sessions, students will examine how writers responded to major conflicts such as World War I, World War II, and the Cold War.
	★Second Language Acquisition	By the end of this course, students will: 1) Understand major theories of SLA, models of competence, and factors affecting language learning. 2) Be able to critically evaluate language teaching methods and approaches. 3) Be familiar with issues of syllabus design, classroom practice, testing, and lesson planning. 4) Develop ability to engage in evidence-based discussion and writing about SLA. 5) Improve skills in collaborative learning and peer discussion; produce private writing (notes, reflection) and private speech, as well as social interaction.
International Studies	★International Low	The aim of this class is to introduce and understand: How the International society/community responds the international or domestic conflicts or disputes.
	★International Relations	1) The functions of the United Nations, especially the United Nations Security Council. 2) The Charter of the United Nations, especially the Chapter VII (action with respect to threats to the peace, breaches of the peace, and acts of aggression) 3) the functions of the International Court of Justice.
Education	★Reflection and Assessment	The purpose of this class is to deepen understanding of the concept of reflection, which has recently been attracting attention not only in education but also in nursing and other interpersonal professional fields. This practical concept is discussed in this class from a theoretical perspective, with a focus on its philosophical origins and its contemporary development. In addition, basic concepts of assessment and related issues will be addressed insofar as they are necessary to reflect on the quality of reflection itself. Through this class, students are expected to be able to: 1. understand basic concepts of reflection and assessment 2. learn how to reflect/assess their own practice
	★Approaches to Teaching and Learning	Course Objectives and Themes This course focuses on the Approaches to Learning (ATL) and Approaches to Teaching (ATT) that form the foundation of the International Baccalaureate (IB) curriculum, with the aim of developing an understanding of the concept of international education and the role of the IB. Students will study the following key teaching approaches in IB education: Inquiry-based teaching Concept-driven teaching Teaching in local and global contexts Teaching focused on effective teamwork and collaboration Teaching designed to remove barriers to learning Assessment-informed teaching The course also explores the five categories of learning skills in the IB Approaches to Learning framework: Communication skills Thinking skills Research skills Social skills Self-management skills Course Overview In the first half of the course, students will examine the concept of international education and the role of the IB while learning the theory and practice of IB teaching approaches. They will then explore the five ATL skill categories in greater depth through student-led discussions, reflection activities, and assignments. In the second half of the course, students will design and deliver microteaching lessons and enhance their teaching skills through peer evaluation and feedback.
	★Research Study Methodologies (Quantative and Qualitative)	Objectives The purpose of this course is to provide an introduction to empirical research and a variety of research approaches in the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to identify possible thesis topics. PAPER ASSIGNMENTS There will be paper assignments during the semester as well as a final assignment. All of these will be of the take-home variety. Some of the assignments will involve critiques of research studies that have appeared in educational journals. I will provide some guidelines for you to follow in preparing your critiques. We will also have some practice in class before you begin these assignments. The final paper assignment is to develop a research proposal (including literature review and method section). Literature reviews are vital to educational research and they serve as a key component of thesis. 4-5-page (approximately 270-300 words/page) double-spaced paper (including reference pages). Do not recycle work from another course. Before submitting the paper, peer review process needs to be completed. Peer review evaluation sheet will be provided.
	★Education and Development	This course provides an introduction to the field of developmental psychology, exploring human growth and change across the lifespan. Topics include cognitive, emotional, social, and physical development from infancy through old age. Students will examine major theories, research methods, and real-world applications of developmental psychology in various contexts. By the end of this course, students will be able to: 1. Understand the main theories and research methods in developmental psychology 2. Describe the major milestones in physical, cognitive, and socioemotional development 3. Analyze how nature and nurture interact to shape human development 4. Apply developmental concepts to practical situations involving children and adolescents 5. Critically evaluate research in developmental psychology
	★Education and Sustainable Environment	(Aim of the Course) This class is a part of teacher education in relation to environmental studies (suitable for teacher candidates, but also everyone). It provides a critical review of 'Global Environmental Governance' as a part of the broader process of sustainably transforming modern society. We will actively discuss about substantial modifications, potential improvements & barriers in our life-style changes to create sustainable society. It is an integration of different areas of study (such as environmental education, international treaties, policy-making process, earth science, social studies, green business & life-style analysis, etc.) by cutting across subject-matter lines, in which we offer valuable information for environmental management and the future of humankind & environment of the Earth.

Study Abroad	★Preparation for Study Abroad 2	This course aims to support Japanese students preparing to study abroad by sharing personal experiences with visa applications and immigration procedures and introducing your own culture.
--------------	---------------------------------	---