Ak	kashi College				ecture eering	and	Civil		Year 202			2021			
De	par	tment Goals													
						Class	Hours n	er Week	<u> </u>						
Cou e		Cauras Title	Cours	Credit	Credit	Adv.				Adv.	2nd Y			Instru	Divisio n in
Cat	eg	Course Title	e Code	Type	S	1st		2nd		1st		2nd		ctor	Learni
ory						1Q	2Q	3Q	4Q	1Q	2Q	3Q	4Q		ng
Ge ne ral	Co m pu Iso	Ethics for Engineers	0001	Acade mic Credit	2			2						ITOH Hitoshi	
Ge ne ral	ry El ec tiv	Management Sciences	0002	Acade mic Credit	2	2								NAKA O Mitsuh	
Ge ne ral	e El ec tiv	Global Studies	0003	Acade mic Credit	2	2								ARAK AWA Hirono	
Ge ne ral	e El ec tiv e	Introduction to Nano Materials Design	0005	Acade mic Credit	2	2								ri NAKA NISHI Hirosh i	
Ge ne ral	El ec tiv e	Geophysics	0006	Acade mic Credit	2			2						YOKO YAMA Masah iko	
Ge ne ral	El ec tiv e	Culture and Communication	0006	Acade mic Credit	2	2								INOUE Hideto shi	
Ge ne ral	El ec tiv e	Oral English	0007	School Credit	2	2		2						HERBE RT John C.	
Ge ne ral	El ec tiv e	Overseas Training	8000	School Credit	2	2		2							
Sp eci ali ze d	Co m pu lso ry	Creative Faculty Development	0009	School Credit	2			4						NAKA NISHI Hirosh i	
Sp eci ali ze d	Co m pu lso ry	Engineering Topics for Advanced Course Students	0010	Acade mic Credit	2			2						KAND A Keiichi ,HIRAI SHI Toshih iro,NA KANIS HI Hirosh i,NOM	
Sp	Со													ÚRA Hayat o,ONI SHI Shosa ku NAKAI	
eci ali ze d	m pu Iso ry	Engineering Presentation I	0011	School Credit	1	2								Yuichi, TAKED A Naho	
Sp eci ali ze d	Co m pu iso ry	Industrial Materials	0012	Acade mic Credit	2	2								SAKAI DA Akiyos hi,KAJ IMURA Yoshih iro,TA KEDA Naho, HIRAI SHI Toshih iro	

Sp eci ali ze d	El ec tiv e	Information Processing	0013	Acade mic Credit	2	2				INOUE Kazun ari
Sp eci ali ze d	El ec tiv e	Analytical Mechanics	0014	Acade mic Credit	2	2				OGAS AWAR A Hiromi chi
Sp eci ali ze d	El ec tiv e	Inclusive Design	0015	Acade mic Credit	2	2				OTSU KA Takehi ko,AKI TA Naoshi ge,AS AO Hiroya su,IW ATA Naoki, HIRAI Yasuy uki
Sp eci ali ze d	Co m pu lso ry	Off-Campus Practical Training	0016	School Credit	2	2	2			
Sp eci ali ze d	Co m pu lso ry	Preliminary Research Studies	0017	School Credit	4	4	4			
Sp eci ali ze d	El ec tiv e	Advanced Strength of Structures	0018	Acade mic Credit	2	2				ISHIM ARU Kazuhi ro,NA KAGA WA Hajim e
Sp eci ali ze d	El ec tiv e	Structural System I	0019	Acade mic Credit	2		2			ISHIM ARU Kazuhi ro,SH OJO Naoya
Sp eci ali ze d	El ec tiv e	Construction Management	0020	Acade mic Credit	2		2			OTSU KA Takehi ko,SA NJYO Kenji
Sp eci ali ze d	El ec tiv e	Advanced Geotechnical Engineering	0021	Acade mic Credit	2		2			NABES HIMA Yasuy uki,EB ISU Takes hi
Sp eci ali ze d	El ec tiv e	Transportation Planning	0022	Acade mic Credit	2	2				ISHIM ATSU Kazuhi to
Sp eci ali ze d	El ec tiv e	Planning and Design of Urban Streetscape and Towns	0023	Acade mic Credit	2		2			MIZUS HIMA Akane
Sp eci ali ze d	El ec tiv e	History of World City	0024	Acade mic Credit	2		2			HIGAS HINO Adrian a P.
Sp eci ali ze d	El ec tiv e	Practice of Regional Planning I	0025	School Credit	2		4			OTSU KA Takehi ko
Sp eci ali ze d	El ec tiv e	Applied Structural Engineering in Architecture	0026	Acade mic Credit	2		2			NAKA GAWA Hajim e

Ge ne ral	El ec tiv e	Japanese Language and Communication	0029	Acade mic Credit	2		KURO DA Hiden ori
Ge ne ral	El ec tiv e	Cross-Cultural Understanding	0030	School Credit	2		MATS UDA Yasuta ka,HE RBERT John C.
Ge ne ral	El ec tiv e	Environmental Science	0041	Acade mic Credit	2	2	WATA NABE Moriyo shi,HI RAISH I Toshih iro
Sp eci ali ze d	Co m pu Iso ry	Research Studies	0029	School Credit	8	8 8	
Sp eci ali ze d	El ec tiv e	Advanced Structural System II	0030	Acade mic Credit	2		MIYOS HI Takao
Sp eci ali ze d	Co m pu Iso ry	Engineering Presentation II	0031	School Credit	1		HIRAI SHI Toshih iro,ON ISHI Shosa ku
Sp eci ali ze d	El ec tiv e	Hydraulic Engineering I	0031	Acade mic Credit	2		WATA NABE Moriyo shi
Sp eci ali ze d	El ec tiv e	Hydraulic Engineering II	0032	Acade mic Credit	2		KAND A Keiichi
Sp eci ali ze d	El ec tiv e	Geotechnical Engineering System	0033	Acade mic Credit	2		NABES HIMA Yasuy uki
Sp eci ali ze d	El ec tiv e	Planning System	0034	Acade mic Credit	2		ISHIM ATSU Kazuhi to
Sp eci ali ze d	El ec tiv e	Disaster Prevention System I	0035	Acade mic Credit	2		ISHIM ARU Kazuhi ro
Sp eci ali ze d	El ec tiv e	Disaster Prevention System II	0036	Acade mic Credit	2		SUMI O Hiroyu ki
Sp eci ali ze d	El ec tiv e	Planning of Living Environment	0037	Acade mic Credit	2		KUDO H Kazum i,MOT OZUK A Tomok i
Sp eci ali ze d	El ec tiv e	Structural Design in Architecture	0038	Acade mic Credit	2		KAKU NO Yoshin ori
Sp eci ali ze d	El ec tiv e	Practice of Regional Planning II	0039	School Credit	2		KUDO H Kazum i

Sp eci ali ze d	ec	Construction Theory for Human- Environment	0040	Acade mic Credit	2	OTSU KA Takehi ko	
Sp eci ali ze d	El ec tiv e	日本の都市形成史	0042	Acade mic Credit	2	MIZUS HIMA Akane	

Akashi College Course Information				Year	2021			urse itle	Ethics for Engineers		
Course	Informat	tion									
Course Co	ode	0001				Course Catego	ry (General /	Compulsory		
Class Forr	mat	Lecture				Credits		Academic	Credit: 2		
Departme	ent	Architec	ture a	and Civil Engir	neering	Student Grade	,	Adv. 1st			
Term		Second 9	Seme	ester		Classes per We	eek :	2			
Textbook Teaching	and/or Materials										
Instructor	-	ITOH Hit	oshi								
	Objective Contractive Contraction Contract										
(2) Under (3) Have (4) Develounderstar	stand wha sufficient k op the abil Iding and k	it ethical is: (nowledge ity to devis (nowledge	sues of the e effe of (1	engineers ma e important so ective solutior .) to (3).	y face in their day ocial systems relans os for typical ethic	y-to-day work. ted to engineers cal issues that e	s when ngineers	dealing w s will enco	ineers have in response to them. ith the above-mentioned issues. ounter, based on the d education goal (A).		
Rubric									1		
			Id	leal Level		Standard Level			Unacceptable Level		
Achievement 1			ch jo	ally understand naracteristics of b and their et esponsibilities.	of an engineer's	Understand the of an engineer ethical respons	's job ar	nd their	Do not fully understand the characteristics of an engineer's job and their ethical responsibilities.		
Achievem			ully understand sues engineer	d what ethical s may face.	Understand what ethical issues engineers may face.			Do not understand what ethical issues engineers may face.			
Achievement 3			Have sufficient knowledge of the important social systems related to engineers.			Have knowledg important socia to engineers.			Do not have knowledge of the important social systems related to engineers.		
			eff	ally have the a fective solutio sues that engi ncounter.	Have the ability effective solution issues that engencounter.	ons for ϵ	ethical	Do not have the ability to devise effective solutions for ethical issues that engineers will encounter.			
Assigne	d Depart	tment Ob	ject	tives							
学習・教育	育目標 (A) 与	学習・教育目	標 (0	C)							
Teachin	g Metho	d									
Outline		technolo their exp course v	he daily lives of people today are based on highly developed science and technology. This science and echnology is used by highly trained engineers who have a responsibility to society to use it properly based on neir expertise. This responsibility is now becoming more important, and social interest is growing, too. This purse will examine the specific details of this responsibility that engineers bear, what problems may arise in chieving it, and how to deal with that.								
Style		Classes of the class	Classes will be held in a lecture style. At the end of each class, students should write and submit a summary of the class content, their opinions, etc. and this will be evaluated as a small report. The liaison for this course is Omota.								
Notice		guarante assignm accident the class Students	eed ir ent ro s and s. The s who	n classes and eports. The cl d corporate me erefore, we we o miss 1/3 or	the standard self- ass will use video orals. Reference r ould like students more of classes w	-study time reques, newspaper and oterials and oterials and oterials and oteres.	uired for rticles. e ther mat st in are	pre-studgetc., and terials are task are	nclude the learning time y / review, and completing ake many examples from recent introduced as appropriate during han their specialty field. ade.		
Characteristics o		of Class /	Div	<u>ision in Lea</u>	arning	1			1		
☐ Active Learning				Aided by IC	Γ	☐ Applicable t	o Remo	te Class	☐ Instructor Professionally Experienced		
6	DI.										
Course Plan											
			Then				Goals				
		1st	Whý engir betw socia by th	neers to learn veen engineer: al background; ne engineerind	y for those who a ethics? Clarify th s and ethics throu , the codes of eth g academic societ	e links ugh today's ics established ies, etc., and	ethics b	tand the I pased on t ethics.	inks between engineers and coday's social background and the		
2nd Semeste r	3rd Quarter	d [uarter 2nd t	Deal the r discu	learn and confirm their significance. The space shuttle Challenger accident 1 Deal with the space shuttle Challenger accident, the most famous case in engineering ethics, and discuss the decisions made by the engineers and executives in the organization.					characteristics and relationships made by the engineers and		
	3rd	Follo Chall respo orga	wing the prev lenger accider onsibilities end	Challenger disast rious class, use th it as a guide and gineers have for r nanagement func	e case of the consider what making		d of engir	responsibilities and abilities leers for organization risk			

Cross Area	a Proficien	0									
Specialize			0	0	0						
Basic Prof			60	40	100						
Subtotal			60	40	100						
			Final Report	· ·	oorts & Presentation Total						
Evaluati	on Meth	od and V	Veight (%)	Γ		14 .					
<u> </u>			No final exam								
		15th	The scope of engineering ethics New technology developments by e had a variety of impacts in sectors of information society and medical car Consider the sort of relation that en have to ethics in these other areas.	such as e.	Understand the r and modern socie should be.	elationship between engineers ety and what their place in it					
		14th	Universal design Confirm that there is a political aspetechnology development that gives power struggles and discrimination, universal design is an attempt to de	birth to new whereas	Understand the concept of universal design and the systems necessary for achieving it.						
		13th	The Roppongi Hills revolving door a Based on the previous class, discus engineers also have their own cultu engineers, and that it is important t knowledge to overcome the probler from this.	how re as to pass down	technology effect	in order to understand and use ively, it is necessary to properly communicate technology ideas.					
	4th Quarter	12th	The Roppongi Hills revolving door a Introduces the activities of the Door which took place after the revolving accident, and discuss the ideas and failure studies and topics such as Herisk management.	r Project, door significance of	Acquire knowledo Heinrich's law.	ge of failure studies and					
		11th	The Bhopal disaster 2 Based on the previous class, examine that there is a need for engineers to account that technology developmerelated to the interaction between social conditions, culture, history, a etc., that surround it.	o take into ent is deeply	Deepen understanding of the previous class and learn effective methods for overseas industrial activities.						
		10th	The Bhopal disaster 1 Use the agricultural chemicals facto Bhopal, India—the biggest industria history—as an example to discuss t increasing problems associated with industrial activities as globalization	Acquire knowledgindustrial activitie	ge of the issues faced in overseas es.						
		9th	and other systems for technology d and examine the issues, etc., facing	onfirm the significance of the patent, copyright, and other systems for technology development, and examine the issues, etc., facing them that ecompany information technology development,							
		8th	Product Liability Act Review the details of the Product Li Act—which is said to be the most re engineers—and discuss that it is im engineers to establish it as a manuf belief.	elevant law for portant for	Gain appropriate Liability Act and b manufacturing be	knowledge of the Product secome able to use it as a elief.					
		7th	Whistleblowing 2 Following the previous class, deal whistleblowing. An increasing number companies have established help depart of their efforts to enhance their systems. Examine this trend's signiful relationship between organizations individuals.	per of esks, etc. as r compliance ficance in the		needs to be kept in mind to ganizational behavior.					
		6th	Whistleblowing 1 Discuss the purpose of the recently whistleblower protection system, cr current laws, and the relationship b system and engineers.	iticisms of the	Acquire knowledg protection system	ge of the whistleblower h, and understand its issues.					
		5th	The Tokaimura JCO criticality accide Following the previous class, use th criticality accident to discuss group which collective organizations are p how technicians should deal with it safety and quality.	e JCO thinking, rone to, and		teristics of group thinking and ed to deal with it and secure					
		4th		n example to ement activities nanufacturing n, and how	Understand the s improvement act						
				Use the JCO criticality accident as a	The Tokaimura JCO criticality accident 1 Use the JCO criticality accident as an example to	Use the JCO criticality accident as an example to					

А	kashi Co	ollege	Year		2021		(Course Title	Global Studies	
Course	Informa	tion	l		1				1	
Course Co		0003				Course Catego	rv	General	/ Elective	
Class Forr	mat	Lecture				Credits	,		c Credit: 2	
Departme			ure and Civil E	Enai	neerina	Student Grade		Adv. 1st		
Term		First Sen				Classes per We	eek	2		
Textbook Teaching		教科書:	5谷淳一・本田	量久ミュ	編『21世紀国際社会	社会を考える 多層	ණ 的なt	世界を読み角 ・文化・社	军く38章』旬報社/参考図書 伊藤陽 会』ミネルヴァ書房	
Instructor	r	ARAKAW	A Hironori							
(1)世界で (2)流動化 (3)21世紀 (4)民族年 (5)越境年 (6) 国際関ゼンデーシ (7) グロー	する現在の と新しい国 して国家の る社会の基 「係に関する ションや論文	ンジニアとし 国際情勢が理際社会の行う 既念が理解で 礎的な理解か 自らの学びな の作成を行	!解できる(学習 たについての理解 でき、説明ができる できる (学習 を経て、興味を うことができる	習解き・持(・・る教つ学	持つことができる 教育到達目標(A) 考察ができる(学習・教育到達目 (学習・教育到達目標(A) た問題を深く掘り た問題を領到達目標 とができる(学習	(B))。 習・教育到達目標 I標(A)(B)) (B))。 下げ、フィールド (B)(E)(H)	(A) 。 ワーク)。	(B)) 。	究を遂行し、その結果に基づき、プレ	
Rubric			_							
			理想的な到達	堂レ/	ベルの目安	標準的な到達レ	ベルの	目安	未到達レベルの目安	
評価項目1	世界で活躍するエンジニアとして 世界で活躍 の国際的資質を持つことができる の国際的資 きる。								世界で活躍するエンジニアとして の国際的資質を持つことができな い。	
評価項目2			流動化する現できる。	見在の	の国際情勢が理解	流動化する現在の 理解できる。	の国際	情勢がほぼ	流動化する現在の国際情勢が理解 できない。	
評価項目3					国際社会の行方に 考察が十分できる	21世紀と新しいついての理解・				
Assiane	d Denar	tment Ob	iectives			,			•	
				教育[= 目標 (C) 学習・教育	育目標 (E) 学習・	教育目	標 (H)		
	g Metho		(=) 3 = 3.	,,,,,,,		3 – 13. (–) 3 –	371137	- 1,57 (1.1)		
reaciiii	ig Mctrio		グローバル社会	での			オ会学	の基本的な		
Outline		が国際社会	会に関するトピ 必要なグローバ	ック	'を選んで、主体的(こ調査・発表し、 知識を身につけ、	討論す	「ることを中	心とした授業である。技術者、研究 らの将来を踏まえた上での考え方や	
Style		ワーク・i には論文(調査(オンライ) 作成を義務づけ	ンで る。	きも構わない) も含む	めた研究を行う。 ンにおいては、自	その研	f究の結果を	とした授業とする。国際社会情勢に深く掘り下げ、できればフィールドプレゼンテーション発表し、最終的、教科書や授業で出た言説の解釈も	
Notice		時間の総言 学問でもる 成する必要 該当部分(計が、90時間に ある。日頃から 要があり、聴衆 こは必ず目を通	相当時事はそ	当する学習内容であ 問題への関心を持っ	る。グローバルス ちながら授業に臨 ンに対する質問が な参加態度が必須	くタディ おこと	ィーズはまる ィ。各発表者	論文作成に必要な標準的な自己学習 とに社会情勢によって刻々と変化する に担当するトピックのレジュメを作 。そのため各発表に関する教科書の	
Charact	eristics (<u> </u>	Division in		•					
☑ Active		<u> </u>	☑ Aided by			☑ Applicable t	o Ren	note Class	☐ Instructor Professionally Experienced	
			-							
Course	<u>Pla</u> n									
			Theme				Goals	5		
		1st	グローバルスタ 国際社会はいか なぜ必要なのか	バこじ	って作られるのか、	国際関係理論は	普段学	学習している こついて十分		
		2nd	MDG s とSDG s 国際社会におけ	s ける新	fたな目標設定のあ	り方に注目し、			詩続可能な開発目標に関する理解をし 会における役割についても理解する。	
		3rd	国際協調について考える。 現代国際政治経済国際政治 経済学と国際金融危機の実際について学び、市場や法 制度を踏まえ検討する。							
1st Semeste r 1st Quarter 4th		安全保障・国際	を踏まえ検討する。 保障・国際協力・国益 社会の変容と安全保障概念の再社会化について学 国家と国際との関係について検討、考察する。				 と国際の関係 表現できる。	系について理解をし、自らの言説が持		
		5th	国際社会学(移 アメリカにおけ て、事例に基づ	会学(移民問題・EU)① カにおける移民政策・EUにおける諸問題につい 例に基づいて各学生が発表し、討論などを通じ				 アメリカ・ヨーロッパにおける移民の現状を理解し、		
		6th	て認識を深める。 国際社会学(移民問題)② 旧ソ連・ドイツ・イギリスにおける移民の諸問題を各事例に基づき、学生が発表する。その問題点、これからに向けての討論を行う。				第民問題も含め、諸国で起きている諸問題の理解をし 、国家と国民の関係について考察ができる。			

Part												
8th 東アジア地域(中国・台湾・朝鮮半島)における成治 地理的に日本に近い東アジアの諸問題を地政学的にも理解する。			7th	グローバルスタディ 題に関する諸学生の わる課題レポートの	ーズにおける言説の理解度を問う。各	学生の発表に関	を知り、それを文章	こおいて、まず何に 意によって表現をす	興味があるのか る大切さを理解			
Pth 東南アジア・オセアニアにおける諸問題に関し、実際 の問題なども含めて各学生が発表する。			8th	東アジア地域(中国・歴史・経済的な諸理的にも近い、日本	・台湾・朝鮮半島 問題に関して学生 との関係について	が発表する。地		い東アジアの諸問題	を地政学的にも			
PAMP			9th	東南アジア・オセア	ニアにおける諸問題	題に関し、実際	実際 本校の学術交流も多い、東南アジア・オセアニアを全 般的に理解する。					
Audit			10th	沖縄から考える国際 ジアの民族問題や、 度調査の現状につい	社会についての考り 「幸せの国ブータ) て、実施教員が実施	ン」おける幸福 施した実地調査	理解する。ブータン	ンを含めた南アジア				
2nd Quarter 12th 南アジアにおけるジェンダー・アフリカ・ラテンアメリカにおける開発の最新事例から、国際的な開発はどのようなものであるべきかを考察する。実際に日本の政府開発組織である、JICAについての理解も深める。 SDGsの中でも貧困の解消は喫緊の事案であることを理解し、その問題解決のために各学生が工業人として何ができるのかということを考えることができる。 13th 21世紀と新しい国際社会の行方① プローバリズム・ローカリズム・プローカリズムについて、最新の言説を提示し、その検討を発表・討論を通じて行う。 グローバリズム・ローカリズム・グローカリズムについての理解ができる。 14th 21世紀と新しい国際社会の行方② 現代の国際社会の行方② 現代の国際社会の行方③ 環境配慮行動の現実を環境先進国の現状から知り、国際的なアロの実態、現状についての理解ができる。その抑止のために諸国がどのような対策を実施しているのかについての理解ができる。 15th 21世紀と新しい国際社会の行方③ 環境配慮行動の現実を環境先進国の現状から知り、国際的に取り巻く環境の問題と工業人との関わりを考察する。工業人として国際的諸問題にどう対処するのかについての意見を持つことができる。 16th 期末試験 期末レポートとともに期末試験を課す Evaluation Method and Weight (%) 期末レポートとともに期末試験を課す Subtotal 50 20 0 0 10 100 基礎的能力 25 10 0 20 0 0 55 専門的能力 15 0 0 0 0 10 25			11th	ネパール・タイ・カ	ンボジアの事例を	掘り下げて各学 する。	南アジアであった					
13th グローバル化とその逆説について、最新の言説を提示し、その検討を発表・討論を通じて行う。				南アジアにおけるジ リカにおける開発の のようなものである	エンダー・アフリス 最新事例から、国際 べきかを考察する。	。実際に日本の	理解し、その問題解	解決のために各学生	が工業人として			
14th 現代の国際社会におけるテロリズムの論点について、			13th	グローバル化とその	逆説について、最		いての理解をし、具	具体的な企業の動き				
Total 日本語			14th	現代の国際社会にお	けるテロリズムの	論点について、 察を行う。	→ その抑止のために諸国がどのような対策を実施してい					
Evaluation Method and Weight (%) 課題・試験 発表 相互評価 態度(出席点および授業での質問) ポートフォリオ その他・小テスト Total Subtotal 50 20 0 20 0 10 100 基礎的能力 25 10 0 20 0 0 55 専門的能力 15 0 0 0 0 10 25			15th	環境配慮行動の現実 際的に取り巻く環境	を環境先進国の現	の問わりた老家	理解する。工業人として国際的諸問題にどう対処する					
課題・試験 発表 相互評価 態度(出席点およ ひ授業での質問) ポートフォリオ ト その他・小テス ト Total Subtotal 50 20 0 20 0 10 100 基礎的能力 25 10 0 20 0 0 55 専門的能力 15 0 0 0 0 10 25							期末レポートととも	っに期末試験を課す	-			
Subtotal 50 20 0 20 0 10 基礎的能力 25 10 0 20 0 0 0 専門的能力 15 0 0 0 0 10 25	Evaluati	<u>on Met</u>	thod and V	Veight (%)	T	T	T	T				
基礎的能力 25 10 0 20 0 0 55 専門的能力 15 0 0 0 0 10 25		語	果題・試験	発表	相互評価	態度(出席点およ び授業での質問)	ポートフォリオ	その他・小テス ト	Total			
専門的能力 15 0 0 0 0 0 10 25	Subtotal		-	20	0	-	0	10				
								0				
分野横断的能力 10 10 0 0 0 0 20												
	分野横断的能力 10 0					0	0	0	20			

А	.kashi Co	ollege	Year	2021		Course Title	Introduction to Nano Materials Design			
Course	Informa	tion	1	1		,				
Course Co		0005			Course Categor	y General	/ Elective			
Class Forr	mat	Lecture			Credits	Academ	ic Credit: 2			
Departme	ent	Architectur	e and Civil Eng	ineering	Student Grade	Adv. 1st				
Term		First Semes	ster		Classes per Wee	ek 2				
Textbook Teaching		配布プリン	\							
Instructor		NAKANISH	I Hiroshi							
Course	Objectiv	es								
(評価項目 (評価項目 (評価項目	1) 講義を 2) 演習を 3) 自らの	を通して量子力 を通して量子力 の専門分野へナ.	学を理解し、ナ, 学の理解を深め、 ノマテリアルデ <u>†</u>	ノマテリアルデザイ 演義を通して他者 ザインを応用・展開	ンへの応用方法を にわかりやすく伝え する基礎スキルを	取得する。(D) えるプレゼンテー 養う。(D、E、H	-ションスキルを養う。(D、E))			
Rubric										
			理想的な到達レ		標準的な到達レヘ		未到達レベルの目安			
評価項目1			ナノマテリアル を説明できる。	デザインの方法論	マテリアルの特性 づいていることを		マテリアルの特性が量子力学に基づいていることを説明できない。			
 評価項目2			量子力学に必要な基礎的演算方法 を他者に教えることができ、その 意味するところを説明できる。 量子力学に必要 力で行うことが			ὰ基礎的演算を独 できる。	量子力学に必要な基礎的演算を独 力で行うことができない。			
評価項目3			ナノマテリアル らの専門分野へ	デザイン手法を自 応用展開できる。	自らの専門分野へ ルデザイン手法応 え、提示すること	用の可能性を考	ナノマテリアルデザイン手法応用 の可能性を考えることができない。			
Assigne	d Depar	tment Obje	·							
		<u></u> 学習・教育目標								
	g Metho									
Outline		現代およびき	ナスアレを日煙!	とする マテリアル:	を構成すス原子核は	ミナバ雷子の運動	「インを学ぶことを通して科学的思考」 力を記述する量子力学の概要を学び、 学ぶ。最後に、様々な工学分野におい 手法について学ぶ。			
Style		講義により、目を学習する	全体の概要説明る。さらに自らの	月と必要な前提知識 D解法を他者に説明	を取得する。その役 することにより、野	後、自ら考え、手 里解度を深化させ	を動かし計算する演習を通して各項 なる。質疑応答を通じて取得した知識			
Notice		本科目は、打 90時間に相	受業で保証する等 当する学習内容 [*]	学習時間と、予習・ である。	復習及び課題レポー		・リアルデザイン手法を習得する。 ・標準的な自己学習時間の総計が、			
Charact	orieties	•		<u>‡(割合) 1/3以上の</u>)欠課					
☑ Active		•	ivision in Le		☑ Applicable to	Remote Class	☐ Instructor Professionally Experienced			
Course	Plan									
			eme			Goals				
		1st 量	子力学概論(前音 子力学の概要を 異を学ぶ。	¥) ニュートン力学と比		量子力学とニュートン力学における運動の捉え方の違いを説明することができる。				
		2nd 量量	子力学概論(後輩子力学における)	半) 軍動の記述方法を学	ぶ。	量子力学における運動状態の表現方法を説明すること ができる。				
		2rd 量	子力学の基礎	1 (オペレーター代) オペレーター代数に	数)	演算子の基本ル- る。	-ルを習得し、演算を行うことができ			
	1st	4th 量	子力学の基礎 子力学における 方程式を学ぶ。	2 (シュレーディ 基礎方程式であるシ	ンガー方程式) ユレーディンガ	波束と粒子運動の	D関係を説明できる。			
	Quarter	5th 量座	子力学の基礎 標と運動量の交技	3 (交換関係I:四 換関係を学ぶ。	座標と運動量) 「	座標と運動量の液	寅算子を含む交換関係を計算できる。			
		6th 量 角	子力学の基礎 (運動量に関する)	4 (交換関係II: 交換関係を学ぶ。		角運動量演算子な 係を計算できる。	を知り、角運動量演算子を含む交換関			
1st Semeste			子力学の基礎 ルミート演算子(エルミート演算 間発展(変化)を	子の性質を知り、物理量の期待値の時 を計算できる。			
r -		量	子力学の基礎 「中型ポテンシャ」		シャル)の見る比能を労		ァルに閉じ込められた粒子の量子状態			
		9th)		7 (一次元散乱問題 学び、トンネル効果		矩形ポテンシャル る。	レを透過するトンネル確率を計算でき			
		10th 量	子力学の基礎和振動子の量子	8 (調和振動子)		調和ポテンシャノ 計算できる。	レに閉じ込められた粒子の量子状態を			
	2nd Ouarter	1 1 th 量:	<u>ロ版動する主する</u> 子力学の基礎 インシュタイン!	9 (格子比熱)			ン比熱を計算できる。			
	- Zuan Coi	1.2+b 原-	 子の電子配置		態を学ぶ。	原子に閉じ込めら	られた電子状態を説明できる。			
		原- 13th ス	子の電子配置	2 (スピン、量子 び量子統計の概論を	統計)	元素の周期律を	量子力学に基づいて説明できる。			

	14th	物質の凝集機構 (- 物質の凝集機構を	吉合、金属結合)	物質の凝集機構を量子力学に基づいて説明できる。					
	15th	密度汎関数理論、 密度汎関数理論お およびそれを用いる	ナノマテリアルデザイン手法の原理を説明できる。						
	16th	期末試験			演習を独力で解くる 領域への応用展開	ことができる事をG を考えることができ	確認する。自らの きる。		
Evaluation N	valuation Method and Weight (%)								
	試験	演習・発表	相互評価	態度	ポートフォリオ	その他	Total		
Subtotal	70	30	0	0	0	0	100		
基礎的能力	0	0	0	0	0	0	0		
専門的能力	60	20	0	0	0	0	80		
分野横断的能力 10 10 0 0			0	0	0	20			

A	kashi Co	ollege	Y	ear	2021			ourse Title	Geophysics	
Course	Informa	tion								
Course Co	ode	0006				Course Categor	у	General /	['] Elective	
Class Forr	mat	Lecture				Credits		Academi	c Credit: 2	
Departme	ent	Architect	ure and C	ivil Engi	neering	Student Grade		Adv. 1st		
Term		Second S	Semester			Classes per We	ek	2		
Textbook Teaching						,	-			
Instructor	-	YOKOYAI	MA Masah	niko						
Course	Objectiv	es								
(1) Learn seismic wobservation (2) Learn described (3) Under topograph volcanic e	about the aves, geored about how in (1). By stand the ny. By doir eruptions.	observation magnetism, ent. (D) v the Earth' doing this, concept of g so, learn (A)	thermal for the sinternal comprehe plate tector the basic	structurensively onics an knowled	e.) and understand re, surface phenor understand the s d the relationship dge for considerin	I their meaning. mena, and histo olid Earth syster between them g the global env	Also the second	understand e been int e moveme ent and di	related to the solid Earth (gravity, d the basic principles of erpreted using the observations ent of the Earth's layers and sasters such as earthquakes and chieve these goals.	
Rubric										
			Ideal L	evel		Standard Level			Unacceptable Level	
Achievem	ent 1		mećhar physica	al proper	nd the estimating the ties of objects vation results.	Understand the estimating the properties of olobservation res	physic piects	al	Do not understand the mechanism for estimating the physical properties of objects from the observation results.	
Achievem	ent 2		obsérva moderr	ation evi	nd what kinds of dence the standing of the ted on.	Understand whobservation evimodern unders Earth is estima	dence tandin	the g of the	Do not understand what kinds of observation evidence the modern understanding of the Earth is estimated on.	
Achievement 3			phenon earthqu eruptio	nena su uakes ar	nd volcanic gah the concept	Understand nat such as earthque volcanic eruptic concept of plate	uakes a	and ough the	Do not understand natural phenomena such as earthquakes and volcanic eruptions through the concept called plate tectonics.	
Assiane	d Depar	tment Ob	iectives	:						
	•	<u> </u>	•	<u> </u>						
	g Metho		·床 (D)							
Outline	griculo	The councurrently quantities of the maphysical (equipment)	understo s such as aterials th quantity. nt. It will	od. Sind gravity lat make It will al be taud	e the purpose of or and heat, the mai or up the Earth, and so explain the law	geophysics is to in purpose of thi d explain the ba as of physics and amber who is inv	captur s cour sic pro l basic restiga	e the Earl se is to ur perties an structure	rth (mainly the solid Earth) are th quantitatively using physical iderstand the physical properties dobservation techniques of each is used in the observation hagnetic properties of deep-sea	
Style		Classes a	re held in	a lectu						
Notice		guarante	ed in clas ent report	ses and s. The c	amount to 90 hou the standard self- ourse plan may ch more of classes w	-study time requande. Lessons	iired fo are sei	or pre-stud	include the learning time dy / review, and completing andalone. irade.	
Charact	eristics o	of Class /	Division	n in Le	arning					
□ Active	Learning		□ Aide	ed by IC	Т	☐ Applicable t	o Rem	ote Class	☐ Instructor Professionally Experienced	
Course Plan										
			Theme				Goals			
1		1st	Earth (1) Explain, a overview.	s guidar a perce	The shape and s nce, the course po ption of the Earth nes.	licy and	of "ge develo	ophysics"	role played by the academic field and the role that physics ays in understanding the Earth's e.	
	3rd Quarter	2nd	Explain th shapes fo and also o	e definit r the Ea	ze of the Earth (2) cions of the currer rth (Earth ellipsoid the basics of posi	itly recognized d and geoid).	Under geom		basics of positioning using	
r		3rd	Earth's m	ass and	rity means, by sho density obtained neaning of gravity	by using it.	Understand how to estimate the Earth's interference from the laws and observed value gravity that acts on it.			
		4th	Isostasy Explain th with gravi	ity. Also	introduce example	t of isostasy and its relationship ntroduce examples of crustal			Understand the concept of isostasy and the characteristics of the Earth's gravity that is relation it.	

Seismic waves Explain the nature of seismic waves, and explain the methods for surveying underground structures using them. The interior structure of the Earth (1) Introduce the larger structure of the Earth's interior, which has been estimated mainly using seismic wave analysis. The interior structure of the Earth's interior, which has been estimated mainly using seismic wave analysis. The interior structure of the Earth (2) Introduce the subterranean structure of the Earth surface layer, which has been estimated mainly using seismic wave analysis. Earth heat Explain what is the source of heat inside the Earth, and show the calorimetric distribution on the surface layer of the Earth. Geomagnetism Explain the magnetic distribution on the surface and how geomagnetism was created. Furthermore, explain magnetic anonalles. Rock magnetism and paleomagnetism Explain the mechanism for rocks becoming magnetized and introduce the magnetism shifts from the past that have been investigated using it. Continental drift Introduce the classic continental drift theory by Introduce the classic continental drift theory by Introduce the classic continental position's restoration by paleomagnetism that has triggered a revival of continental drift theory by Introduce and the relationship between magnetic analy distribution in the ocean and the theory of seaflor spreading. Plate tectonics (2) Use plate tectonics (2) Use plate tectonics (3) Introduce the properties of hotspots, and explain the difference between relative and absolute plate motions. Furthermore, explain the driving force of plate motions. Evaluation Method and Weight (%)							
Introduce the larger structure of the Earth's interior, which has been estimated mainly using seismic wave analysis.		5th	Explain the nature of seismic waves the methods for surveying underground	s, and explain bund	and how to estim		
The larthoduce the subterranean structure of the Earth's surface layer, which has been estimated mainly using seismic wave analysis. Earth heat Explain what is the source of heat inside the Earth, and show the calorimetric distribution on the surface layer of the Earth. 9th Geomagnetism Geomagnetism surface and how geomagnetism was created. Furthermore, explain magnetic anomalies. Rock magnetism and paleomagnetism is Explain the mechanism for rocks becoming magnetized and introduce the magnetism shifts from the past that have been investigated using it. 10th Wegener, Also explain the continental drift theory by Wegener, Also explains that has triggered a revival of continental drift theory. 12th Quarter 12th Quarte		6th	Introduce the larger structure of the interior, which has been estimated	e Éarth's	survey and the m	ethod for estimating the Earth's	
Sth		7th	Introduce the subterranean structu Earth's surface layer, which has been	ré of the en estimated	survey and the m	ethod for estimating the shallow	
Stplain the magnetic distribution on the Earth's surface and how geomagnetism may created. Furthermore, explain magnetic anomalies.		8th	Explain what is the source of heat in Earth, and show the calorimetric dis	nside the stribution on	the state of the E estimated from the	arth's interior that can be	
10th		9th	Explain the magnetic distribution or surface and how geomagnetism wa	s created.	Understand the causes of geomagnetism by understanding "What does magnetism mean?"		
Introduce the classic continental drift theory by Wegener. Also explain the continental position's restoration by paleomagnetism that has triggered a revival of continental drift theory. Ith Quarter Ith Spreading of the seafloor Explains the stoparaphy and underground structure and the relationship between magnetic anomaly distribution in the ocean and the theory of seafloor spreading. Inderstand the hypothesis that associates geomagnetic records with continental drift. Inderstand the hypothesis that associates geomagnetic records with continental drift. Inderstand the hypothesis that associates geomagnetic records with continental drift. Inderstand the hypothesis that associates geomagnetic records with continental drift. Inderstand the original meaning of the concept called plate tectonics and its difference from continental drift theory. Inderstand how natural phenomena such as earthquakes and volcanic activities can be explained with plate motions. Ith difference between relative and absolute plate motions. Furthermore, explain the driving force of plate motions. Ith difference between relative and absolute plate motions. Ith difference between relative and absolute plate motions work within the mechanism of the entire Earth.		10th	Explain the mechanism for rocks be magnetized and introduce the magnerism the past that have been investigated.	coming netism shifts			
Sexplain seafloor's topography and underground structure and the relationship between magnetic anomaly distribution in the ocean and the theory of seafloor spreading. Plate tectonics (1)		11th	Introduce the classic continental dri Wegener. Also explain the continen restoration by paleomagnetism that	tal position's	"continental drift how to estimate t	theory," its interpretations, and the continental drift using current	
13th Explain the concept and movement of plates and the shape their boundaries as the basis for plate tectonics. 14th Plate tectonics (2) Use plate tectonics to explain the movement of the Earth's layers (earthquakes, volcanic activity, orogeny, etc.) Plate tectonics (3) Introduce the properties of hotspots, and explain the difference between relative and absolute plate motions. Furthermore, explain the driving force of plate motions. 15th Final exam Evaluation Method and Weight (%)		12th	Explain seafloor's topography and u structure and the relationship betwo anomaly distribution in the ocean a	een magnetic	Understand the h geomagnetic reco	ypothesis that associates ords with continental drift.	
14th Use plate tectonics to explain the movement of the Earth's layers (earthquakes, volcanic activity, orogeny, etc.) Plate tectonics (3) Introduce the properties of hotspots, and explain the difference between relative and absolute plate motions. Furthermore, explain the driving force of plate motions. 15th Final exam Evaluation Method and Weight (%)		13th	Explain the concept and movement the shape their boundaries as the b		called plate tectonics and its difference from		
Introduce the properties of hotspots, and explain the difference between relative and absolute plate motions. Furthermore, explain the driving force of plate motions. 16th Final exam Evaluation Method and Weight (%)		14th	Use plate tectonics to explain the m the Earth's layers (earthquakes, vol		earthquakes and volcanic activities can be		
Evaluation Method and Weight (%)		15th	Introduce the properties of hotspot the difference between relative and motions. Furthermore, explain the	absolute plate	mochanism of the entire Earth		
		16th	Final exam				
	Evaluation Met	hod and V	Veight (%)				
			Exercise	Examination		Total	
Subtotal 30 70 100							
· · · · · · · · · · · · · · · · · · ·				70			
Specialized Proficiency 0 0 0				0			
	Cross Area Proficie	ncy	0	0	0		

Д	Akashi Co	ollege	Year	2021			ourse Title	Culture and Communication
Course	Informa	tion		•		•		
Course Co		0006			Course Categor	ry	General ,	/ Elective
Class Fori	mat	Lecture			Credits	,	Academi	c Credit: 2
Departme	ent		re and Civil Engi	neering	Student Grade		Adv. 1st	
Term		First Seme	_		Classes per We	ek	2	
Textbook Teaching	and/or Materials							
Instructo	<u>r</u>	INOUE Hid	etoshi					
Course	Objectiv	es						
(2) Impro	ove one's a	ability to follow	erent cultures. w English pronu C format questio	nciation and rhythons.	hm.			
Rubric								
			Ideal Level		Standard Level			Unacceptable Level
Achievem	nent 1		Fully deepened of different cult	understanding cures.	Deepened unde different culture		ling of	Did not deepen understanding of different cultures.
Achievem	nent 2		Fully gained Er pronunciation a	glish and rhythm.	Gained English and rhythm.	pronur	nciation	Did not gain English pronunciation or rhythm.
Achievem			Fully became p TOEIC format of	roficient with questions.	Became proficion format question		h TOEIC	Did not become proficient with TOEIC format questions.
		tment Obje						
学習・教育	育目標 (A) =	学習・教育目標	《(B) 学習・教育	目標 (E)				
Teachin	ig Metho	od						
Outline	Learning a language is more than just learning words. It also includes cultural learning aspects, such as t thoughts and values of the people who speak it. Therefore, these exercises will cover language, culture, a communication. Taking the UK and business English as an example, the goal is to improve students' Engl skills by understanding the differences and commonalities with Japan. The level of English to be used in t exercise is somewhat easy, so it is not intended as an advanced course.							
In order to achieve the goals, students will need to self-study as follows: - Look up important words in advance and understand them in English. - Review the model dialogs learned in the class and practice using the accompanying CD until able to reci							mpanying CD until able to recite it.	
Notice		- Reassess presentation	ments will not lone to the second ments without reasons without reasons without reasons without reasons will not the second ments and the second ments will not the second ments and the second ments will not the second ments and the second ments will not the second ments and the second ments will not the second ments and the second ments will not the second ments and the second ments will not the second ments and the second ments are	ation time for assi be permitted if stu sons such as abse more of classes v	udents are late o ence due to susp	ension,	etc.	ne class and unable to work or give
Charact	eristics (-	Division in Le		Will Flot be eligible	c ioi u	passing g	rade.
	Learning	01 01000 / 1	☐ Aided by ICT ☐ Applicable to			o Remo	ote Class	☐ Instructor Professionally Experienced
Course	Plan							
		Th	neme			Goals		
		1st Ex	rst semester cla oplain an overviesignments, and	ss guidance ew of the first ser evaluation metho	nester classes, od			
		2nd Cl Li	neck In and Wo	rk Out ding comprehensi the counter		Unders	stand con	versations at the counter.
		3rd Li	hat Will the We stening and rea eather napter 2: Clothi	ding comprehensi	ion about the	Unders	stand the	weather.
	1st Quarter	4th Li	London without stening and rea ondon buses napter 3: Groce	ding comprehensi	ion about	Unders	stand Lon	idon buses.
1st Semeste r		5th Li	ack to the Futur stening and rea ilways napter 4: Cookir	ding comprehensi	ion about	Unders	stand rail	ways.
		6th Lis	nop-'n'-Chat stening and rea nopping napter 5: Eating	ding comprehensi	ion about	Unders	stand sho	pping.
		7th Fi	h First semester overall review			Reviev	v the topi	cs covered in the first semester.
	2nd	9th Li	ore Than Just a stening and rea oncept of post o	ding comprehensi ffices	ion about the	Unders	stand the	concept of post offices.
	Quarter	10th Li	Chapter 6: Shopping for Clothing Off the Beaten Path istening and reading about tourism Chapter 7: Housing			Understand tourism.		

		11th	Dining Out Diversity Listening and reading culture Chapter 8: The Weath	comprehension about food	Understand food culture	Understand food culture.		
	Afternoon Tea 12th Listening and reading Chapter 9: At a Movi			about afternoon tea Theater	ea.			
		13th	The Beatles Are Forev Reading about the Bea Chapter 10: Sports		Understand the Beatles			
		14th	Football: Sport or Bus Reading about footbal Chapter 11: Traffic an		Understand football.			
		15th	Second semester over	all review	Review the topics cover semester.	red in the second		
		16th	Final exam					
Evaluation	n Meth	od and	l Weight (%)					
		Е	xamination	Short Tests	Other	Total		
Subtotal	otal 80		20	0	100			
Basic Profic	asic Proficiency 80		20	0	100			
Specialized	Specialized Proficiency 0		0	0	0			
Cross Area	Proficien	cy 0		0	0	0		

Д	kashi Co	ollege	Year	2021			urse tle	Overseas Training
Course	Informa	tion						
Course Co	ode	8000			Course Category	y G	eneral /	Elective
Class For	mat	Practical tr	aining		Credits	S	chool Cre	edit: 2
Departme	ent	Architectu	re and Civil Eng	ineering	Student Grade	Α	dv. 1st	
Term		Year-roun	b		Classes per Wee	ek 2		
Textbook Teaching		none						
Instructo	r							
Course	Objectiv	'es						
(2) To ac	hieve a br	educational e oad perspecti sing English (ve by joining ac	ugh active particip tivities in differen	pation in overseas t cultural environ	training ments (I	д. (А). В).	
Rubric								
			Ideal Level		Standard Level			Unacceptable Level
Achievement 1			To enhance the experience throparticipation in training.	ough active	To enhance the experience through participation in our training.	ugh acti	ve	Did not enhance the educationa experience through active participation in overseas training.
Achievem	To ach by join			road perspective vities in different nments	To achieve a bro by joining activity cultural environ	ties in di	spective ifferent	Did not achieve a broad perspective by joining activities in different cultural environments
Achievement 3 Communicate using English Communicate using English Can not communicate using English					Can not communicate using English			
<u>Ass</u> igne	signed Department Objectives							
			『 (B) 学習・教育	目標 (E)				
	g Metho			, ,				
Outline Style		training de Course Co Keep close	estinations), pos mmittee decide contact with y	st-event report mess whether or not to the second s	eeting, and report the overseas train emic advisor. Act	ts to har ning part ively end	ndle the ticipated	ucation, a preliminary survey of related organizations. Advanced fulfill this course requirement. h local people during the training
Notice	eristics	period, cor clothes an	mmunicate with d language. Division in Le	them, keep an a	ttitude suitable fo	r tráine	es, being	careful with manners such as
☐ Active		or Class / L	☐ Aided by IC	<u> </u>	☐ Applicable to	Remote	e Class	☐ Instructor Professionally Experienced
Course	Plan							
course		Т	neme			Goals		
			uidance		ı	Explanat	tion of th	e course, advice about etiquette
		2nd Pr	actice		Individual technical experience at overseas training destinations.			
		3rd id	em			dem		
	1st Quarter		em			dem		
	Quarter		em			dem		
			em			dem		
1st			em			dem		
Semeste			o mid term exa	 ms				
r		1	em		li	dem		
			em			dem		
			em			dem		
	2nd		em			dem		
	Quarter		em			dem		
			em			dem		
		+	em			dem		
16th No End Term Exams			ıms		JU11			
1st idem				dem				
			em			dem		
2nd	2rd		em			dem		
Semeste	3rd Quarter		em			idem		
1	-		em			dem		
	l H		em			dem		
6th			V-11		!	JU111		

		7th	idem			idem					
		8th	No mid term exar	ms							
		9th	idem			idem	idem				
		10th	idem			idem					
		11th	idem			idem					
	4th	12th	idem			idem					
	Quarte	r 13th	idem			idem					
		14th	idem			idem					
		15th	idem			idem	idem				
			No End Term Exa	ms							
Evaluati	ion Me	thod and	Weight (%)								
		Examination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total			
Subtotal	(0	0	0	0	0	0	0			
Basic Proficienc	Basic Proficiency		0	0	0	0	0	0			
Specialized Proficiency		0	0	0	0	0	0	0			
Cross Are Proficienc	a y	0	0	0	0	0	0	0			

Α	Akashi Co	ollege	Year	2021		Course Title	Creative Faculty Development		
Course	Informa	tion							
Course Co	ode	0009			Course Categor	ry Specializ	ed / Compulsory		
Class For	mat	Experime	ent		Credits	School C	redit: 2		
Departme	ent	Architect	ure and Civil Eng	gineering	Student Grade	Adv. 1st			
Term		Second 9	Semester		Classes per We	eek 4			
Textbook Teaching	and/or Materials					·			
Instructo	r	NAKANIS	SHI Hiroshi						
Course	Objectiv	es es							
(1) Can s effectively (2) Can a	et goals a y. apply multi	nd plan wor	lge and present i	multiple problem	solution plans.		rogress and work results on in group work.		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	nent 1		a group basis,	and plan work on , perform work nd report on work work results	a group basis.	and plan work or perform work d report on work vork results.	on a group basis, perform work		
Achievem	nent 2			ltiple knowledge nultiple problem	Can apply know present a prob	vledge and lem solution plar	Cannot apply knowledge and present a problem solution plan.		
Achievem	nent 3				and demonstra communication		work, and demonstrate communication skills and		
Assiane	ed Denar	tment Ob							
					 育日橝 (H)				
	ng Metho		W (1) 1 1 3/15	10 (C) 10 3X	Buk (II)				
Outline Style		work, an of workir handling assignme They will and exer from diff	d will foster their ng on a task, the devices, and invents. I apply their know cises for assignmerent Advanced	r ability to solve py will widely deversestigating perforreses whedge of the field nents under the factourses and work	roblems in engine lop the relevant lanance, etc. to fos las of their Advance eculty in charge. Son the assignment	eering design in knowledge throu ster creativity thi ced Course study Students will for ent. After the ass	administrative roles through group a practical manner. In the process gh assembling equipment, rough engineering design of and conduct creative experiments m groups of around 4 members signment theme is presented and the Plan-Do-See activities in		
Notice		groups w presenta This cou	vithin the given t tion session. rse's content will eed in classes and	ime and submit a amount to 90 ho	report. Results w urs of study in to	vill be presented tal. These hours	verbally in the discussion and include the learning time dy / review, and completing		
		assignme Students	ent reports. Stud who miss 1/5 o	lents will be divider r more of classes	ed into aroups du	rina auidance.			
Charact	eristics	of Class /	Division in Le	earning	1				
□ Active	Learning		☐ Aided by I	СТ	☐ Applicable t	to Remote Class			
Course	Plan								
			Theme			Goals			
		1st	Receive class gui schedule, activity	team division, and idance and check y conditions, and into teams and d	the overall evaluation	Understand the content.	course aims and assignment		
		2nd	Create problem s and formulate ar groups.	solution plans for nd implement an a	the assignment action plan in	Can act voluntarily in group activities and contribute to the team by demonstrating communication skills and teamwork.			
		3rd	Same as week 2			Same as week 2	2		
O	3rd	4th	Same as week 2			Same as week 2	2		
2nd Semeste	Quarter	5th	Same as week 2			Same as week 2	2		
r		6th	problem solution give an oral pres plan.	and presentations plans for the ass sentation of an im	ignment and plementation		others how effective and proposed solutions and plans are.		
	1		Can reconsider i	n groups the activ	rity plans and	Same as week 2			
			results of the pla	nning discussion.	n based on the	Same as week .			
		8th	results of the pla Same as week 7	anning discussion.	n based on the	Same as week ?			
	4th Ouarter	8th 9th	results of the pla	anning discussion.	n based on the		2		

		1							
	11th	Same as week 7			Same as week	2			
	12th	Same as week 7			Same as week	Same as week 2			
	13th	Same as week 7			Same as week	2			
	14th	Same as week 7			Same as week	2			
	15th	Results presentat problem solution presentation of the	plan and give a	n oral	Can explain to others how reasonable the implemented solution plan was and the outcome of implementing it.				
	16th								
Evaluation I	Method and	Weight (%)							
	Examination	Presentation	Report	Behavior	Portfolio	Other	Total		
Subtotal	0	20	40	40	0	0	100		
Basic Proficiency	0	0	0	0	0	0	0		
Specialized Proficiency	0	0	40	40	0	0	80		
Cross Area Proficiency	0	20	0	0	0	0	20		

А	kashi Co	lleae		Year	2021			ourse	Engineering Topics for	
								Title	Advanced Course Students	
	<u>Informat</u>					6 6 1		c : I:	1/6	
Course Co		0010				Course Catego	,		ed / Compulsory	
Class Forr		Lecture				Credits			nic Credit: 2	
Departme	ent			and Civil Engi	neering	Student Grade		Adv. 1st		
Term Textbook Teaching	and/or Materials	Second 9	sem	ester		Classes per We	ек [2		
Instructor		KANDA I	Keiic	hi,HIRAISHI T	oshihiro,NAKANIS	SHI Hiroshi,NOM	1URA H	ayato,ON	ISHI Shosaku	
Course	Objective			,	,	,		, ,		
(1) Und (2) Lea	lerstand th	e latest ted ne latest iss	sues	in areas differ	rent from one's ov	vn area of speci	alty (H).	the status of their efforts (H). In each area of specialty (A).	
Rubric										
			Ic	deal Level		Standard Level			Unacceptable Level	
Achievem	Achievement 1		te o	Inderstand the echnological is wn area of speolutions and the forts.	sues in one's	Understand the technological is own area of sp solutions and t efforts.	sues in ecialty,	one's their	Do not understand the latest technological issues in one's own area of expertise, their solutions and the status of their efforts.	
Achievem	ent 2		Learn about the late areas different from area of specialty.			Learn about th areas different area of specialt	from o		Do not learn about the latest issues in areas different from one's own area of specialty.	
Achievem	ent 3	Learn and understan about technologies a research that are co- friendly in each area specialty.			gies and [·] re co-existence	Learn and under about technolo research that a friendly in each specialty.	gies an ire co-e	d existence	Do not learn and understand topics about technologies and research that are co-existence friendly in each area of specialty.	
Assigne	d Depart	ment Ob	jec	tives						
		学習・教育目								
Teachin	g Metho	d								
In order to broaden students' backgrou their own areas of specialty but learn of expertise will give knowledge of the tre inside and out of this course. Classes w Nakanishi: Guidance and shared fields (Outline Onishi: Mechanical systems (three class Nomura: Electronic and information system (three classes) Hiraishi: Building system (three classes students will develop universal thinking					y but learn other a loge of the trends in the classes will control the classes of three classes formation systems aree classes) by three classes) By	areas, too. In the name of the	nis cour develor cs and) various	rse, facultioment in a take place	y members from different areas of an interdisciplinary manner both e in a relay form: nent and research processes,	
Style		Onishi w Nomura Kanda w Hiraishi	15 week-period, Nakanishi will teach the guidance in week 1 in a lecture-style format. will teach classes from weeks 2 to 4 in a lecture-style format. a will teach classes from weeks 5 to 7 in a lecture-style format. will teach classes from weeks 8 to 10 in a lecture-style format. will teach classes from weeks 11 to 13 in a lecture-style format. cs 14 and 15, shared fields will be taught in a lecture-style format and in the form of off-cal							
Notice		guarante assignme explaine	eed i ent r d in	in classes and reports. Althoι a way that is ο	the standard self-	study time requestions study topics out ideas students s	uired fo side of should l	r pre-stuc students' be able to	include the learning time by / review, and completing own specialties, they will be properly learn them. rade.	
Charact	eristics o	of Class /	Div	vision in Lea	arning					
□ Active	Learning	,				☐ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced	
_										
Course Plan							ı			
Theme (Nelsoniali)					Goals					
2nd 3rd Semeste Quarter		1st	Expl Adva met impo know scie	anced Course hods and othe ortance of acti wledge throug nce and techn	se of Éngineering Students. Inform er details. Explain ively learning a wi h self-experience, ology topics, etc.	the evaluation the de range of recent		stand an d arning pla	overview of this class and create a n.	
r Quarter L		2nd	and mat mea	science and technology topics, etc. Lecture on the basics of mechanical materials, and on the method of tensile testing to obtain a material's representative properties and the meaning of the material properties obtained from that. (Onishi)				Can explain the basics of materials science, such as crystal structure and dislocation. Can also explain tensile testing and properties.		

		3rd so the fr	ecture on fracture roperties of metal nachinery and equ ophisticated in recaeir fracture behavacture toughness ecture on the basised in machinery	materials. Requipment are beco tent years, and a viors that have to and fatigue are ic knowledge of t	irements for ming s a result, o do with increasing. the metals	Can explain the u toughness and fa		of fracture		
		Lenn n 4th a v p	ecture on the con- nachinery and equon-ferrous) and p nd structures, and iewpoints when se urpose. Lecture of iewpoints. (Onishi	cept of material sipment. Metals (lastic are used in done must have electing materials the vital points	selection for ferrous and machinery various s that fit the	Can explain the r selection for the equipment (includent structures.	design of machin	ery and		
		5th d	nformation visualiz earn about systen nalysis and applic atabase of gather elationship betwee roducts.	ns and concepts ations, with the s ed information o	for data subject of a n the	Can explain structuring for visualization.				
		6th L	Information visualization 2 (Nomura) Learn about mechanical information extraction and organization based on text mining and formatting.				Can implement methods for extracting and formatting the desired information from a large amount of data.			
		7th	nformation visualize elect a field from lements and do vi	the database of ϵ	engineering	Can extract and value database according				
		8th E	ilobal environment nvironmental dete nd comfort of peo egions. Through g egional and interg nvironmental dete	erioration can aff ple in the future roup discussions enerational dispa	ect the health and in other , discuss	Can fully underst intergenerational deterioration to o	disparities of env	/ironmental		
		9th co	slobal environment outline the mechar npact on the ecos urrent status of gr nd their sources, o orms.	nism of global wa ystem, and exan reenhouse gas co	arming and its nine the oncentrations	Fully understand and can explain to others the mechanism of global warming, its impact on the ecosystem, and the current status of greenhouse gas concentrations and their sources, distribution and migration forms.				
		10th a th	ilobal environment outline the mechar nd its impact on t ne locations and d redictions and cou rowth.	nism of ozone lay he ecosystem, an istribution of ozo	ver depletion nd think about one holes and	Fully understand mechanism of oz- impact on the eco distribution of ozo countermeasures	one layer depletionsystem, the locations and properties are also and properties are also and properties are also are	on and its itions and redictions and		
		a G 11th co p	Assistance for developing countries and disaster areas (Hiraishi) Give an introduction on assistance for developing countries and disaster areas that have been provided so far, and consider the way in which echnologies can be applied to local characteristics in the global community.			Can recognize the importance of local characteristics also in a globalized society.				
4th Qua	12th		ppropriate techno live an introductio echnology, examp eveloping countrie neasures in Japan echnology should	les of its applicat es and those in e to think about th	tion in nvironmental	Can explain the definition of appropriate technology and give examples of it.				
		13th (I	ecycling and bene Hiraishi) xplain how to trea uch as fallen leave nd human waste, ecycling-based soo	at biological orga es, weeds, woods and how the sys	nic materials s, food waste, stem for a	Can explain examples of material recycling in a recycling-based society.				
		14th ir	hared fields 1 (Na is a summary of the lange of the latest icluding shipbuildi ommunicating, po in exercise on boa laritime Sciences'	nis course, learn science and tech ng, navigating, ort and city plann	inology, ina. through	Can organize and explain the knowledge gained through the on-board exercise.				
		S A rain 15th co a M T	an exercise on board Kobe University's Faculty of Maritime Sciences' training ship, "Fukae Maru." Shared fields 2 (Nakanishi) As a summary of this course, learn about a wide range of the latest science and technology, including shipbuilding, navigating, communicating, port and city planning, through an exercise on board Kobe University's Faculty of Maritime Sciences' training ship, "Fukae Maru." The will be an intensive course combined with week 14.			Can organize and through the on-b	explain the know oard exercise.	vledge gained		
			lo final exam							
Evaluation	Meth	od and W	eight (%)							
	Rep	oort	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
	•									

Subtotal	90	0	0	10	0	0	100
Basic Proficiency	20	0	0	10	0	0	30
Specialized Proficiency	30	0	0	0	0	0	30
Cross Area Proficiency	40	0	0	0	0	0	40

А	kashi Co	llege	Yea	r	2021			ourse E Title	Engineering Presentation I	
Course :	Informat	ion								
Course Co	ode	0011				Course Categor	γ	Specialized	d / Compulsory	
Class Forr	mat	Seminar				Credits		School Cre	edit: 1	
Departme	ent	Architect	ure and Civil	Engi	neering	Student Grade		Adv. 1st		
Term		First Sen	nester			Classes per We	ek	2		
Textbook Teaching										
Instructor	-	NAKAI Y	uichi,TAKEDA	A Nah	0					
Course	Objective	es								
diścuss th (2) Can so discuss th (3) Under Theme 2	em orally et a theme em orally stand engi and preser	(E). on one's of (E). neering ether ntations of	own in Themenics through its results (C	· 1, p resea).	repare materials	(e.g., summary codes, etc. of th	and sli	des) for the	esentation, and present and e presentation, and present and idemic societies covered in	
Rubric										
			Ideal Leve	ıl l		Standard Level			Unacceptable Level	
Achievem	Achievement 1		theme, pre	epare and s on, a em o		Can set a probl theme, prepare summary and s presentations, discuss them o	em for e mater slides) t and pre	ials (e.g., for the	Cannot set a problem for the given theme, prepare materials (e.g., summary and slides) for the presentations, and present and discuss them orally.	
Achievement 2		Can set a theme on one's own,			Can set a them materials (e.g., slides) for the p present and dis orally.	, śumm present	nary and ation, and	Cannot set a theme, prepare materials (e.g., summary and slides) for the presentation, and present and discuss them orally.		
Achievement 3		Fully understand and can explain engineering ethics through research of the ethics codes, etc. of the professional academic societies and presentations of its results.		Understand engineering ethics through research of the ethics codes, etc. of the professional academic societies and presentations of its results.			Do not understand engineering ethics through research of the ethics codes, etc. of the professional academic societies and presentations of its results.			
				ance	d can practice of role sharing vork.	Understand the role sharing thr work.			Do not understand the importance of role sharing through team work.	
		ment Ob								
	` '		標 (C) 学習・	教育	目標 (E)					
<u>Teachin</u>	g Metho	<u>d</u>								
Outline		graphica matters. viewpoin their imp importar	I presentation Students will ts of (1) subpressions and ace of sharing	ns, or I be o ject o I critio I role	al presentations, given a variety of larity, (2) content gues to raise the l	etc. in order to assignments, ar clarity, (3) app evels of the con ers by preparing	enhand nd aske leal, etc tent. F	ce students d to evalua c. In addition urthermore	as written presentations, ' ability to express technical ate each other based on the on, the teaching staff will offer e, students will understand the through team work. (See class	
Style		After Na	kai and Taked	da ha	ve given their lec nes. Lessons will	tures on the fun	damen	tal topics,	etc., students will give	
Notice		This cou guarante assignme prepared students	rse's content ed in classes ent reports. E I by themselv presentation	will as and Emphores was	amount to 90 hou the standard self- asis will be on pre	rs of study in to study time requesenting and dis- ned time. Studer	tal. The lired fo cussing nts are	ese hours i r pre-study the summ expected t	nclude the learning time // review, and completing nary and slides students have o be able to evaluate other	
Charact	eristics o	of Class /	Division in	ı Lea	arning					
☐ Active	Learning		☐ Aided l	oy IC	Т	☐ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced	
Course	Plan	ı								
			Theme				Goals			
		1st	Explain how presentation written repor	to wr . Lea: t bas	oort (Part 1: Take ite a report as a v n how to express ed on specific sar a 1- or 2-page re	vritten sentences in a nples. Set a	Unders	stand the b	pasics of writing a report.	
1st Semeste r	1st Quarter	2nd	Exchange an theme and e	d cor xchar	oort (Part 2: Take rect reports writte nge opinions eithe group.	en on the given	Unders practio		pasic writing of a report in	
		3rd	There are se mind when c	esentation rules (Part 1: Nakai) lere are several important points to keep in lere are several materials for presentations. ley are explained here with examples.				Understand the key points for creating materia		

		4th T	resentation rules here are several i nind when giving hey are explained	mportant points presentations in	public. [·]	Understand the opresentations.	do's and don'ts w	hen giving		
		5th P	resentation rules ractice the key po vith actual exampl	ints of public pre	esentations	Learn the key po	oints for public pr	esentations.		
		6th S	heme 1 (Free cho lides (Nakai and T repare a report w nd prepare a 10-r	akéda) ith an individuall	y set theme	Can create a report with an individually set theme and prepare a 10-minute presentation.				
		7th E	heme 1 presentat ach individual will bout Theme 2 foll vith everyone.	give a 10-minut	e presentation	and have a 10-m	Give a 10-minute presentation about Theme 1 and have a 10-minute discussion with everyone. Also, evaluate each other's presentations.			
	9th The state of t		heme 1 presentat ame as above	ion (Part 2: Nak	ai and Takeda)	and have a 10-m	e presentation ab ninute discussion ach other's prese	with everyone.		
			heme 1 presentat ame as above	ion (Part 3: Nak	ai and Takeda)	Give a 10-minute and have a 10-m Also, evaluate ea		with everyone.		
			heme 1 presentat ame as above	ion (Part 4: Nak	ai and Takeda)	and have a 10-m	e presentation ab ninute discussion ach other's prese	with everyone.		
			heme 1 presentat ame as above	ion (Part 5: Nak	ai and Takeda)	Give a 10-minute presentation about Theme 1 and have a 10-minute discussion with everyone. Also, evaluate each other's presentations.				
2nd Oua		12th s s s s s s s s s s s s s s s s s s s	Theme 2 (Code of lides (Part 1: Nak n teams of two to thics of respective ocieties. Prepare to 0-minute present	ai and Takeda) four, research the professional act to compile report	ne code of ademic	In teams of two ethics of the pro they belong to.	to four, can rese fessional academ	arch the code of ic societies that		
		13th s	heme 2 (Code of lides (Part 2: Nak ame as above	ethics): Preparin ai and Takeda)	g reports and	Working togethe minute presenta report the ethics academic societi		narize in a e professional		
	-	14th T	heme 2 presentate n teams, give a 10 heme 1 and have veryone.	D-minute present	tation about ´	In teams, give a 10-minute presentation about Theme 2 and have a 10-minute discussion with everyone. Also, evaluate each other's presentations.				
			heme 2 presentat ame as above	ion (Part 2: Take	eda and Nakai)	In teams, give a 10-minute presentation about Theme 2 and have a 10-minute discussion with everyone. Also, evaluate each other's presentations.				
		16th N	lo final exam							
Evaluation	Metho	od and W	eight (%)		T	ı	,			
	Resume		Presentation&D iscussion	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	30		70	0	0	0	0	100		
Basic Proficiency	0		0	0	0	0	0	0		
Specialized Proficiency	30		70	0	0	0	0	100		
Cross Area Proficiency	0		0	0	0	0	0	0		

Akashi Colle	ege	Year	2021			ourse Title	Industrial Materials
Course Information		1				ווופ	
	0012			Course Categor	ν	Specializ	ed / Compulsory
	Lecture			Credits	,		c Credit: 2
		e and Civil Eng	ineering	Student Grade		Adv. 1st	
<u> </u>	First Semes		<u> </u>	Classes per We	ek	2	
Textbook and/or Teaching Materials							
Instructor	SAKAIDA A	kiyoshi,KAJIMU	JRA Yoshihiro,TAK	EDA Naho,HIRA	ISHI T	oshihiro	
Course Objectives	5						
(taught by Sakaida). (2) Become able to thicontrol of concrete str (3) Understand the facindividually studying a	ink about to uctures (D, ctors to con nd explainings exsical quan	echnological inr H) (taught by Isider when ma Ing materials of Itities related to	novation through t Takeda). Iking environmenta interest to each o magnetism along	he fusion of diffe ally friendly choi ther (D, H) (tau	erent fi ces for aht by	elds for t material Hiraishi)	to test the strength. (D, H) he construction, maintenance, and s, and deepen understanding by and and explain the properties of
Rubric							
		Ideal Level		Standard Level			Unacceptable Level
Achievement 1		can explain specharacteristics the strength.	al materials and ecifically their and how to test	Understand the related to meta can explain the and how to tes	l mate ir chara	rials and acteristic	Do not understand the basic issues related to metal materials and cannot explain their characteristics and how to test the strength.
Achievement 2			own specialty and eering, and make	Can explain the between their concrete engine	own sp		Cannot explain the relationship between their own specialty and concrete engineering.
Achievement 3		making environmentally friendly		Understand the items to consider for making environmentally friendly choices for industrial materials.		dly choice	Do not understand the need to make environmentally friendly choices for industrial materials.
		quantities related to magnetism, along with units, and understand and can explain the properties and applications of various magnetic materials.		Understand the quantities relat magnetism, ald and understand the properties of magnetic mate	ed to ong with d and c of vario	h units, an explai	Do not understand the physical quantities related to magnetism, along with units, and do not understand and cannot explain the properties of various magnetic materials.
Assigned Departm	nent Obje	ectives					
学習・教育目標 (D) 学習	3・教育目標	(H)					
Teaching Method							
Outline	strengthen Sakaida.) (urban cons hours, taug environmei Understand	ing them toget 2) Explain the truction), main th by Takeda. ntal impact and	her with breakdow mechanical proper itenance and contr (3) Deepen unde If the properties of istics and properties	In phenomena u ties and reinforc ol techniques, a rstanding by ind various industri	inder von cement ind con lividual al mate	arious co methods sideration ly studying erials. (8	metal materials, and methods for nditions. (8 hours, taught by s of concrete (a typical material for n for environmental issues. (6 ng and explaining materials' hours, taught by Hiraishi.) (4) s and explain their application
The class will be held in an omnibus format by four faculty members. Weeks 1-4: Sakaida will teach classes in a lecture-style format. Weeks 5-7 (Takeda): Students will learn about the mechanical properties of concrete, reinforcement methods, maintenance and control techniques, and consideration for environmental issues. Weeks 8-11 (Hiraishi): After explaining choices of industrial materials and the difference in their environmental impact according to a Life Cycle Assessment (LCA), students will select one industrial material related to their graduate study's special research and use PowerPoint to present its advantages, disadvantages, and environmental impact. Weeks 12-15 (Kajimura): Students will learn the physical quantities related to magnetism along with units, and become able to understand and explain the properties of various magnetic materials. Students will also investigate application cases.							
Notice	guaranteec assignment	l in classes and t reports.	amount to 90 hou the standard self- more of classes w	study time requ	iired fo	r pre-stu	include the learning time dy / review, and completing grade.
Characteristics of	Class / D	<u>ivision in Le</u>	arning	Γ			12.2
☐ Active Learning		☐ Aided by IC	T	☐ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced
Course Plan							
Course Platt	ТЬ	iomo		1	Goalc		
1ct		eme troduction to m	netal materials (Ca	kaida)	Goals		
1st Semeste r1st Quarter1stIntroduction to metal materials (Sakaida) Learn about the crystal structures and plastic deformation mechanism of metal materials.Can explain the crystal structures and plastic deformation mechanism of metal materials.							

Industrial material of interest. Special research. Study a material's properties (Hiraishi) Give a presentation on the characteristics of an industrial material of interest. Create presentation materials. Study a material's properties (Hiraishi) Give a presentation on the characteristics of an industrial material of interest. Can explain the applications, advantages, and disadvantages of an industrial material related special research. Can explain the applications, advantages, and disadvantages of an industrial material related special research. Can explain the applications, advantages, and disadvantages of an industrial material related special research. Can explain the applications, advantages, and disadvantages of an industrial material related special research. Can explain the applications, advantages of an industrial material related special research. Can explain the applications, advantages, and disadvantages of an industrial material related special research. Can explain the applications, advantages of an industrial material related special research. Can explain the applications, advantages of an industrial material related special research. Can explain the applications, advantages of an industrial material related special research. Can explain the applications, advantages of an industrial material related special research. Can explain the applications explain the special research. Can explain the application advantages of an industrial material related special research. Can explain the special research. Can explain the special research. Can explain and their characteristics. Can also explain and their characteristics. Can explain the specific cases that are widely used in many fields today. Can explain the specific cases that are widely used in many fields today. Can explain the specific assess that are widely used in many fields today. Can explain the principles of magnetic sensors that use magnetic materials (Kajimura) Can explain the principles and									
Methods for strengthening metal materials (Can explain heat treatment, strengthening methods, and reinforcement mechanisms for stembords, and stembords, and reinforcement mechanisms for stembords, and reinforcement mechanisms for stembords, and stembords,			2nd (L	Sakaida) earn about the ty naterials that are	pes and characte used as material	eristics of metal	materials that are	e used as materi	
### (Sakaida) Can explain the mechanical properties of metal materials and how to test the strength.			3rd L	Methods for streng Sakaida) earn about heat t nethods, and rein	thening metal m	gthening	methods, and rei		
Sth Learn about concrete (a typical material for urban construction), its constituent materials, and its mechanical properties.			4th (L	Mechanical proper Sakaida) Learn about the m	echanical proper	ties of metal	Can explain the r materials and ho	mechanical prope w to test the stre	erties of metal ength.
Substitute Get Concrete structures (Takeda) Cam explain the maintenance and control team how to deal with deterioration that affects its durability. Techniques for reducing the newtonmental impact (produce) in the techniques for reducing the maintenance and control techniques for concrete structures. Techniques for reducing the maintenance and control techniques for concrete structures. Techniques for reducing the maintenance and control techniques for concrete structures. Can explain the techniques for reducing the environmental impact using an interview of an LCA (Life environmental impact of construction materials. Study a materials and environmental impact using an LCA (Life Cycle Assessment). Study a material s properties (Hirashi) Study a material properties (Hirashi) An outline of magnetic materials (Kajimura) Outline the development history of magnetic materials and their characteristics. Also learn about specific cases that are widely used in many fields today. Physical properties of magnetic materials and the physical properties of magnetic materials and explain the specific cases that are widely used in the physical properties of magnetic materials and explaint the specific cases that are widely used in the physical properties of magnetic materials and explaint the principles and application cases of interest in the respective praces of specialty and deepen understanding of their princip			5th L	Learn about concrete (a typical material for urban construction), its constituent materials, and its					t materials and
of construction materials (Takeda) Learn about techniques for reducing the environmental impact caused by concrete's constituent materials and environmental impact (Piraishi) Learn about the results of analyzing various industrial materials by means of an LCA (Life Cycle Assessment) method. The continuent of the c			6th f	for concrete structures (Takeda) Learn how to reinforce concrete structures, and how to deal with deterioration that affects its					
Study a material's properties (Hiraishi)			7th L	of construction ma earn about techni environmental imp	iterials (Takeda) iques for reducin pact caused by co	g	Can explain the t environmental in	echniques for re	ducing the tion materials.
Study a material of interest. Create presentation on the characteristics of an industrial material of interest. Create presentation on the characteristics of an industrial material of interest. Create presentation on the characteristics of an industrial material of interest. Study a material's properties (Hiraishi) Give a presentation on the characteristics of an industrial material of interest. Create presentation on the characteristics of an industrial material of interest. An outline of magnetic materials (Kajimura) Outline the development history of magnetic materials and their characteristics. Also learn about specific cases that are widely used in many fields today. Physical properties of magnetic materials as learned in the field of electricity, etc. Investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles. Principles and application examples of magnetic sensors that use magnetic materials (Kajimura) Introduce principles and application examples of magnetic sensors that use magnetic materials of and also introduce intelligent materials of and investigation into magnetic materials in intelligent magnetic materials and intelligent magnetic materials in one's own area of specialty. Specialized special properties of magnetic materials in one's own area of specialty. Specialized special s			8th Li	earn about the re ndustrial materials	sults of analyzings' environmental	g various ´ impact using	industrial materia	als by means of a	
10th Give a presentation on the characteristics of an industrial material of interest. Create presentation materials. 11th Study a material's properties (Hiraishi) Give a presentation on the characteristics of an industrial material of interest. 12th An outline of magnetic materials (Kajimura) Outline the development history of magnetic materials and their characteristics. Also learn about specific cases that are widely used in many fields today. 12th Physical properties of magnetic materials (Kajimura) Learn about the basics of magnetism and the physical properties of magnetic materials as learned in the field of electricity, etc. Investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles.			9th 0	Sive a presentation	n on the characte		disadvantages of an industrial material related to		
11th Give a presentation on the characteristics of an industrial material of interest.			10th	Bive a presentation ndustrial material	n on the characte	eristics of an	disadvantages of	applications, adva an industrial ma	antages, and aterial related to
Outline the development history of magnetic materials and their characteristics. Also learn about specific cases that are widely used in many fields today. Physical properties of magnetic materials (Kajimura) Learn about the basics of magnetism and the physical properties of magnetism and the physical properties of magnetic materials as a learned in the field of electricity, etc. Investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles. Principles and application examples of magnetic sensors that use magnetic materials, and also introduce intelligent materials, and also introduce intelligent materials, and also introduce intelligent materials. Applications examples in various fields (Kajimura) Compile into a report the results of an investigation into magnetic materials in one's own area of specialty. Evaluation Method and Weight (%) Examination Presentation Outline the development history of magnetic materials and winterials and their characteristics. Can also explain the specific cases that are widely used many fields today. Learn about the basics of magnetism and the physical properties of magnetic materials as a learned in the field of electricity, etc. Can investigate use and application exaces of interest in the respective areas of specialty and deepen understanding of their principles. Applications examples of magnetic materials, and explain the principles and application examples of magnetic sensors that use magnetic materials, and explain intelligent materials and intelligent magnetic materials in one's own area of specialty. Can explain the principles alearned in the field of electricity, etc. Can explain the principles are area of specialty and deepen understanding of their principles. Can explain the principles areared in the field of electricity, etc. Can explain intelligent materials and intelligent materials and intelligent materials, and explain intelligent materials and intelligent materials. Behavior princip		11th		Sive a presentation	n on the characte	shi) eristics of an	disadvantages of	applications, adva an industrial ma	antages, and aterial related to
Physical properties of magnetic materials (Kajimura) Learn about the basics of magnetism and the physical properties of magnetic materials as learned in the field of electricity, etc. Investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles. Principles and application examples of magnetic sensors that use magnetic materials (Kajimura) Learn about the basics of magnetic materials as learned in the field of electricity, etc. Can investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles. Principles and application examples of magnetic sensors that use magnetic materials (Kajimura) Loan also introduce intelligent materials and intelligent magnetic materials, and also introduce intelligent materials, and application examples of magnetic sensors that use magnetic materials, and explain intelligent magnetic materials in intelligent magnetic materials. Applications examples in various fields (Kajimura) Can compile into a report and explain the result of an investigation into magnetic materials in one's own area of specialty. Evaluation Method and Weight (%) Examination Presentation Presentation Mutual Evaluations between students Evaluations between students Portfolio Other Total			12th r	Outline the develo naterials and their Bout specific case	pment history of characteristics.	magnetic Also learn	materials and the explain the speci-	eir characteristics fic cases that are	s. Can also
Sensors that use magnetic materials (Kajimura) Introduce principles and application examples of magnetic sensors that use magnetic materials, and also introduce intelligent materials and intelligent magnetic materials. 15th	2nd Qua	Quarter (Kajimura) Learn about the basics of magnetism and the physical properties of magnetic materials as learned in the field of electricity, etc. Investigate use and application cases of interest in the respective areas of specialty and deepen understanding of their principles. Principles and application examples of magnetic sensors that use magnetic materials (Kajimura) Introduce principles and application examples of magnetic sensors that use magnetic materials, and also introduce intelligent materials and		es of magnetic m ld of electricity, on nd application ca eas of specialty a	naterials as etc. Can ases of interest in				
15th Compile into a report the results of an investigation into magnetic materials in one's own area of specialty. 16th Final exam Evaluation Method and Weight (%)				ensors that use m ntroduce principle nagnetic sensors t and also introduce	nagnetic material es and applicatior that use magneti intelligent mater	s (Kajimura) n examples of c materials,	examples of magnetic sensors that use magnetic materials, and explain intelligent materials and		
Evaluation Method and Weight (%) Examination Presentation Mutual Evaluations between students Subtotal 100 0 0 0 0 0 0 0 100 Basic Proficiency 50 0 0 0 0 0 0 0 50 Specialized 50 0 0 0 0 0 0 50		15th		Applications examp Compile into a rep nvestigation into r	ples in various fie ort the results of	an			
Examination Presentation Mutual Evaluations between students Behavior Portfolio Other Total Subtotal 100 0 0 0 0 0 100 Basic Proficiency 50 0 0 0 0 0 50 Specialized 50 0 0 0 0 50 50									
Subtotal 100 0 0 0 0 100 Basic Proficiency 50 0 0 0 0 0 50 Specialized 50 0 0 0 0 0 50	Evaluation				Evaluations	Behavior	Portfolio	Other	Total
Basic Proficiency 50 0 0 0 0 0 50 Specialized 50 0 0 0 0 50 50	Subtotal	100	<u> </u>	0		0	0	0	100
Specialized 50 0 0 50	Basic		r						
prioriciency 1 1 1 1 1 1 1 1 1	,	50		0	0	0	0	0	50
Cross Area Proficiency 0 0 0 0 0 0							0		

А	Akashi Co	ollege	Year	2021		Course Title	Information Processing	
Course	Informa	ition						
Course Co	ode	0013			Course Categor	ry Specializ	red / Elective	
Class For	mat	Lecture			Credits	Academ	ic Credit: 2	
Departme	ent	Architectu	ure and Civil Eng	ineering	Student Grade	Adv. 1st		
Term		First Sem	ester		Classes per We	eek 2		
Textbook Teaching								
Instructor	r	INOUE Ka	azunari					
Course	Objectiv	es/es						
(1) Have (2) Under tools (D).	knowledgerstand the	e of the varion	ics of data forma	that a computer lats, and can conve	ert them to requi	red formats and	ate choices (H). I process them using appropriate	
Rubric								
			Ideal Level Standa				Unacceptable Level	
Achievem	Achievement 1		Fully understar formats that co and their mana	omputers handle,	Understand the that computers their managem	e data formats s handle, and	Do not understand the data formats that computers handle, and their management and protection.	
Achievement 2 and their management and protection. Fully understand how to prepare technical documentation and presentation materials, and various techniques. their management and protection. Understand how to prepare technical documentation and presentation materials, and various techniques.		mentation and laterials, and	Do not understand how to prepare technical documentation and presentation materials, and various techniques.					
Achievem	nent 3		Fully understar calculations an using Excel and	d processing	Understand sta calculations and using Excel and	d processing	Do not understand statistical calculations and processing using Excel or ipyson.	
		tment Ob	jectives 標 (E) 学習・教育					
	ョロ伝(D) ng Metho		<u> </u>	口你 (I1 <i>)</i>				
The proper handling of information is essential for engineers in all areas of specialty. Improving the abi create the materials used in various types of presenting is an important task for conveying technology. Outline includes papers, posters, and presentations. From the data handled by computers to material creation various applications, the aim of this course is to learn advanced information application technology and provide explanations aimed at boosting skills.						k for conveying technology. This nputers to material creation using application technology and		
Style		will be ta						
Notice		take the	nt reports. Since course.	amount to 90 hou the standard self- there is no prerect more of classes v	quisite knowledg	ge required, stu	s include the learning time dy / review, and completing dents from all departments can grade.	
Charact	eristics		Division in Le			<u> </u>	y	
	Learning	or class /	☐ Aided by IC	•	☐ Applicable to	o Remote Class	☐ Instructor Professionally Experienced	
Course	Dlan							
Course	riali	-	homo			Coals		
	-	+	heme	formants that	u tomo le e e U	Goals	data farmant- Ht	
			explain the data i and their charact	formats that comp eristics.	outers nandle		e data formats that computers ir characteristics.	
		2nd E		nal structure, stora	age, and		e internal structure, storage, and	
		2rd E	Explain styles, ch	apters, sections, p s found in docume	paragraphs, ent creation.	Understand sty	les, chapters, sections, nts, and indents found in documen	
	1st		Explain paste link and tables, and c	and paste metafi ross-reference.	le for pictures	Understand par pictures and ta	ste link and paste metafile for bles, and cross-reference.	
1st	Quarter	5th (it technical docum	entation using		mit technical documentation using	
Semeste Semeste			reate technical (documentation usi	ng PowerPoint.	Create technical documentation using Power Understand how to create different diagram		
Semeste r		6th [create different dia	agrams,	Understand hor templates, and	w to create different diagrams, slides / masters.	
		6th [I	Describe how to emplates, and sleep lain effective in the contraction of the contraction	create different dia	ayback,	templates, and Understand eff	w to create different diagrams,	
		6th E	Describe how to emplates, and sleep lates, and sleep lates, and sleep lates are supported by the control of the	create different dia ides / masters. techniques and pla audio, and video c presentation docui	ayback, data.	templates, and Understand eff including image	w to create different diagrams, slides / masters. ective techniques and playback, and video data. el presentation documentation	
	2nd	6th t 7th E 8th C	Describe how to emplates, and slexplain effective including image, Create technical pusing PowerPoint	create different dia ides / masters. techniques and pla audio, and video c presentation docui	ayback, data. mentation	templates, and Understand eff including image Create technica using PowerPoi	w to create different diagrams, slides / masters. ective techniques and playback, audio, and video data. el presentation documentation	

		11th	Submit statistical using Excel	al calculations	and processing		Submit statistical calculations and processing using Excel			
		12th	Explain file prot	ection, encrypt	ion, and securi	ty. Can prote	Can protect, encrypt, and secure files.			
	13th Explain a cloud-assisted interactive program development environment.				Understa developm	Understand a cloud-assisted interactive program development environment.				
		14th	Explain databas execution.	explain database analysis that used interactive execution.			nd database analyse e execution.	sis that used		
	15th Summary				Understa	Understand the summary.				
		16th	No final exam	No final exam			xam			
Evaluati	on M	ethod and	l Weight (%)							
			Assignments					Total		
Subtotal		0	100	0	0	0	0	100		
Basic Proficiency			0	0	0	0	0	0		
	Specialized Proficiency 0		100	0	0	0	0	100		
	Cross Area Proficiency		0	0	0	0	0	0		

A	Akashi Co	ollege	Year	2021			ourse Title	Analytical Mechanics
Course	Informa	tion					IUC	
Course Co		0014			Course Categor	rv	Specializ	ed / Elective
Class For		Lecture			Credits		•	c Credit: 2
Departme	ent	Architec	ture and Civil En	gineering	Student Grade		Adv. 1st	
Term		First Ser	nester		Classes per We	eek	2	
Textbook Teaching	and/or Materials							
Instructo	r	OGASAV	VARA Hiromichi					
(1) Under constrain (2) Under degrees ((3) Learn (H) (4) Under	its. (D) rstand the of freedom i the calcul rstand tha	t Lagrangia basic conce system), v lus of variat t Hamiltonia	epts of vibration vith a focus on n cions, and unders	in multi-degree of ormal vibration. (I stand that the bas canonical transfor	f freedom system D), (F) ic laws of mechar	s (includ	ding con	ith a focus on the handling of tinuum, which is an infinite ulated as variation principles. (D), rting a motor equation, a second
Rubric	<u>Cremiar ce</u>	quacion, inco	o a mot order on	c. (<i>D</i>), (11)				
rabile			Ideal Level		Standard Level			Unacceptable Level
Achievement 1			Fully understated formulation of mechanics.		Understand the Lagrangian me	e formul		Do not understand the formulation of Lagrangian mechanics.
Achievem	nent 2		Fully understa concepts of m freedom vibra	and the basic nulti-degree of ation systems.	Understand the of multi-degree vibration system	e of free	concepts dom	Do not understand the basic concepts of multi-degree of freedom vibration systems.
Achievem	nent 3		Fully understa	and the f mechanics by	Understand the mechanics by to principles.	e formul		Do not understand the formulation of mechanics by the variation principles.
	formulation of Hamiltonian Understand the formulation of Hamiltonian mochanics formulation				Do not understand the formulation of Hamiltonian mechanics.			
Assigne	ed Depar	tment Ob	ojectives		•			
学習・教育	育目標 (D)	学習・教育目	目標 (F) 学習・教育	引標 (H)				
Teachin	ng Metho	od						
Outline		fundame compose students mechani	ental department ed of the Lagrand will mainly stud ics problems and	ts involved in the value in the v	wide area of engir lian mechanics (a	neering.	. The the	hanics and is one of the important ory of analytical mechanics is formation). In this course, signed to foresee various the Hamiltonian mechanics, which
Style			s are held in a lecture style.					
Notice		This conguarante assignmentime, an Students	ourse's content veed in classes an ent reports. Be a d students are as who miss 1/3 c	vill amount to 90 d the standard se aware that class ti dvised to thorough more of classes	hours of study in lf-study time requ me makes up a si hly pre-study or r will not be eligibl	total. Tuired for mall per eview.	hese hou pre-stu centage passing g	ors include the learning time dy / review, and completing of the overall expected learning grade.
Charact	teristics		Division in L					
☐ Active	e Learning		☐ Aided by I	СТ	☐ Applicable t	o Remo	te Class	☐ Instructor Professionally Experienced
Course	Dlan							
Course.	lull		Theme			Goals		
		1st		virtual work and c	d'Alembert's	Learn t	he basic nd d'Aler	s about the principle of virtual mbert's principle.
		2nd		_agrange multiplie	ers	work and d'Alembert's principle. Learn the basics of the method of Lagrange multipliers.		
						mulupi	Learn the basics of Lagrange's motion equat of the first kind.	
		3rd	Lagrange's moti	on equations of th	ne first kind	Learn t	he basic	s of Lagrange's motion equations
	1st	3rd 4th		on equations of the		Learn tof the f	he basic irst kind	s of generalized coordinates and
	1st Quarter		Generalized cool	·	ralized speed	Learn t of the f Learn t genera Learn t	he basic irst kind he basic lized spe	s of generalized coordinates and ed. s of Lagrange's motion equations
		4th	Generalized cool Lagrange's moti Normal coordina	rdinates and gene on equations (the ates in a coupled c	eralized speed second kind) oscillation	Learn tof the f Learn t genera Learn tof the s	he basic irst kind he basic lized spe he basic second k	s of generalized coordinates and led. s of Lagrange's motion equations
		4th 5th	Generalized cool Lagrange's moti Normal coordina	rdinates and gene	eralized speed second kind) oscillation	Learn t of the f Learn t genera Learn t of the s	he basic irst kind he basic lized spe he basic second k he basic	s of generalized coordinates and ed. s of Lagrange's motion equations ind.
1st Semeste r		4th 5th 6th	Generalized cool Lagrange's moti Normal coordina system Normal coordina	rdinates and gene on equations (the ates in a coupled c	eralized speed second kind) oscillation	Learn tof the flucture to flucture the flucture th	he basic first kind he basic lized spe he basic second k he basic he basic	s of generalized coordinates and ed. s of Lagrange's motion equations ind. s of coupled oscillation systems.
		4th 5th 6th 7th	Generalized cool Lagrange's moti Normal coordina system Normal coordina system	rdinates and gene on equations (the ates in a coupled c	eralized speed second kind) oscillation	Learn tof the following the searn tof the search tof the searn tof the search tof t	he basic first kind he basic lized spe he basic second k he basic he basic	s of generalized coordinates and ed. s of Lagrange's motion equations ind. s of coupled oscillation systems. s of coupled oscillation systems.
		4th 5th 6th 7th 8th	Generalized coor Lagrange's moti Normal coordina system Normal coordina system Waves Lagrangian cont	rdinates and gene on equations (the ates in a coupled c	eralized speed second kind) oscillation oscillation	Learn t genera Learn t of the s Learn t Learn t Learn t Learn t Learn t	he basic first kind he basic lized spe he basic second k he basic he basic he basic	s of generalized coordinates and ed. s of Lagrange's motion equations ind. s of coupled oscillation systems. s of coupled oscillation systems. s of waves.

		12th	Hamilton's canonical equations		Learn the basics equations.	of Hamilton's canonical
		13th	Hamilton's canonical equations		Learn the basics equations.	of Hamilton's canonical
		14th	Variation principles in Hamiltonian	mechanics	Learn the basics Hamiltonian mec	of variation principles in hanics.
		15th	Summary and supplementary not	es	Understand the rand Hamiltonian	elationship between Lagrangian mechanics.
		16th	Final exam			
Evaluatio	n Meth	od and \	Weight (%)			
			Examination	Exercise		Total
Subtotal			70	70 30		100
Basic Proficiency			0	0 0		0
Specialized Proficiency		су	70	70 30		100
Cross Area	Proficien	СУ	0	0	·	0

Д	kashi Co	ollege		Year	2021			ourse Title	Inclusive Design
Course	Informa	tion	•				•		
Course Co		0015				Course Catego	ry	Specializ	ed / Elective
Class Fori	mat	Lecture				Credits		Academi	c Credit: 2
Departme	ent	Architect	ure ar	nd Civil Engi	neering	Student Grade		Adv. 1st	
Term	-	First Sen			_	Classes per We	eek	2	
Textbook	and/or Materials					,			
Instructo	r	OTSUKA	Takeh	hiko,AKITA N	laoshige,ASAO Hi	royasu,IWATA	Naoki, F	IIRAI Yası	uyuki
Course	Objectiv	es							
The goals (1) Under (2) Under	s are to: rstand incl rstand use rate solid k	usive desigr r-participati	on me	apan and Eur ethods actical ability	•	o comprehensiv	ely sup	port the l	ives of diverse people with
Rubric									
			Ide	al Level		Standard Leve			Unacceptable Level
Achievement 1 Fully u explain				ly understan olain inclusive	d and can e design	Understand an inclusive desig		xplain	Do not understand or can explain inclusive design.
Achievem	nent 2		kno	n fully apply owledge and as instead of ution.	multiple kinds of present multiple a single	Can apply muli knowledge and ideas instead of solution.	preser	nt multiple	Cannot apply multiple kinds of knowledge and present multiple ideas instead of a single solution
Achievem	nent 3		exp	ly understan plain various aracteristics	d and can user	Understand an various user ch			Do not understand and cannot explain various user characteristics.
Assigne	d Depar	tment Ob	jecti	ves					
学習・教育	引標 (D) :	学習・教育目	標 (H))					
Teachin	g Metho	d							
exclude as an ef fields su particip for 14 y designe I wata h			clusive design is a concept aimed at mainstream design development that includes users who have been ded until now, and makes good business sense. Recently, in particular, it has been attracting attention in effective method of UX (user experience) and innovation. This course focuses on case studies in specific such as medical and welfare, and discusses inclusive design in Europe and Japan, and the usercipation method as that process. It aims to understand this through WS, etc. Hirai has been a designer 4 years and is currently a professor at the Graduate School of Kyushu University. Akita has worked as a nier for seven years and is currently an assistant professor at the Graduate School of Kyushu University. In has been a designer for 27 years. Asao has been managing a company in the nursing care and barrier-nousing sector for 32 years. The classes will make use of all their experiences.						
Style		classes w	ises are taught in ways including lectures and exercises such as workshops. The materials required fo will be distributed in the lectures as appropriate. Reference Books: Hirai et al. Inclusive Design: Shak i o Kaiketsusuru Sankagata Design (Inclusive Design: Participatory Design to Solve Social Problems) ei Shuppansha)					Hirai et al. Inclusive Design: Shakai	
Notice		guarante assignme possible.	ed in ent rep and c	classes and ports. The co	the standard self-	-study time requ tudents from an neld.	uired fo ny depa	r pre-stud ertment. (include the learning time dy / review, and completing Classes will be taught as simply as grade.
Charact	eristics of	of Class /	Divis	sion in Lea	arning				
□ Active	Learning			Aided by IC	Т	☐ Applicable t	to Rem	ote Class	☐ Instructor Professionally Experienced
Course	Plan								
			Them	ie			Goals		
		1st	What profes access What inclusi	is an inclusives at Kyush sible design a is the difference ive design?	ve design? 1) (Yas nu University) Un around the world ence between con Think together to r this using specifi	suyuki Hirai, derstand iventional and discover why			versal design from accessible and ign around the world.
	1st Quarter	2nd	Using pharm includi and th	specific case naceutical fie ling the back he difference pts such as i	ve design? 2) (Hir es in the medical elds to think toget ground behind in s between it and universal and bar	and her on topics, clusive design other similar		stand the ve design	concepts and methodologies of
		3rd	Week simula Condu	3: Barrier-fr ation, Otuska uct a facility	ree design in scho inspection at Akas ulation equipment	shi College	Understand each user's special features through simulations as the elderly, visually impaired, etc.		

		4th	Office space and in Akita, Assistant Pr Otsuka Companies are de their management Consider inclusive referring to the re management and	ofessor, Kyushu veloping product philosophy and design at compa lationship betwee	University), s based on vision. inies by en corporate	Learn how to res of office-space ir		ased on examples	
		5th	with the market, a customers. Office spaces and What is an office, space, and what p	ind the relationsh inclusive design inclusive design in the second secon	nip with 2 (Akita) re in an office			gn in an office space	
			what to do in order its space.	er to plan an offic	e and design	with the parties	concerned.		
		6th	Office spaces and Products used in t furniture. Study ba designed through	he office include ased on example	stationery and s, how they are	Understand the i office space.	inclusive desig	n process in an	
		7th	Office spaces and Otsuka Discuss in groups room and school s ideas.	things all noticed	I in the class	Can set social ch observation, and		d on behavioral	
	Team-made design 1 (Naoki Iwata, Atelier Caprice) 8th Learn and experience the "team-made designs" that are actually applied in society. Hold a lecture on "graphic design."					Understand participatory and co-creational design			
		9th	Team-made desig Practice "graphic of introduction broch students) based of issues by practical	lesign" (a depart ure and DVD pro n team-made de	ment oduced by signs. Identify	Create a graphic made design	design (broch	nure) using a team-	
		10th	ICF and the welfar Amenity & Safety Recognize the rele ICF's thinking, wh welfare, and its liv points for building case of disease fro approaches toward	Corporation) evance and impor ich has become r ing environment a living environr om practical exan	tance of the mainstream for . Study the ment for each nples, and learn	Recognize the relevance and importance of the ICF's thinking and living environment, and understand the basics of building a living environment.			
	11th		Living environmen Simulated learning Examine the main free housing, com people with physic analysis, and learr	g (Asao), Otsuka facilities and des prehensively cap cal disabilities, co	sign of barrier- ture the lives of			of inclusive barrier-	
	2nd Quarter	12th	Social innovation to concerned, Otsuka Explain the outline System" that invoic concerned, the "A Development" sch Welfare Communition on.	a es of Japan's "Use lves participation dvisor for Welfar eme in the Hyog	er Expert of parties e Community o Prefectural	Understand the development of welfare communities in Japan's local governments.			
	13th as int wil Int Ide 14th wil us		aspiration: What c	inclusive design workshop 1 (Akita), Otsuka Hold a workshop with the theme "Design aspiration: What design can do." Explains as an ntroduction, the workshop's concept and how it			Research various issues through inclusive design methodology with the parties concerned.		
			Inclusive design w Identify and visual within the process user interaction ar issues.	lize key issues fro . Organize insigh	om needs its from direct	Identify, research, and visualize social issues and solve them.			
	15th		Inclusive design w (Akita), Otsuka Design solutions for Finally, present the	or the key issues		Can present solutions for important issues through inclusive design.			
		16th	No final exam						
Evaluati	on Me	thod and \	Weight (%)	1	_				
	Examinatio		Presentation	Mutual Evaluations between students	Behavior	Report	Other	Total	
Subtotal	C)	70	0	0	30	0	100	
Basic Proficiency)	0	0	0	0	0	0	
Specialize Proficiency				0	0	0	0		
Cross Area Proficiency)	70	0	0	30	0	100	

А	kashi Co	llege	Year	2021		Course Title	Off-Campus Practical Training	
Course	Informat	ion	•	•		-	-	
Course Co		0016			Course Categor	y Specializ	ed / Compulsory	
Class Forr	mat	Practica	l training		Credits	School C	•	
Departme	nt	Architec	ture and Civil Eng	ineering	Student Grade	Adv. 1st		
Term		Year-ro	und		Classes per We	ek 2		
Textbook Teaching								
Instructor								
Course	Objectiv	es						
assistance (2) Can w	e. ork collabo	oratively in		rkplaces and think	·	nd work on solv	ng problems with the necessary	
Rubric					1			
			Ideal Level		Standard Level		Unacceptable Level	
Achievement 1			host companie	al activities at the es and actively g problems with	Can experience actual technical host companies solving problem necessary assis	l activities at the and work on as with the	Cannot experience some of the actual technical activities at the host companies and work on solving problems with the necessary assistance.	
Achievement 2 ass			Can work colla assigned work think freely.	boratively in the place and actively	Can work collab assigned workp freely.	ooratively in the place and think	Cannot work collaboratively in the assigned workplace and think freely.	
Achievem	ent 3		Can effectively appropriately r been learned e	report what has	Can effectively been learned er	report what has mpirically.	Cannot effectively report what has been learned empirically.	
			ojectives					
学習・教育	f目標 (E) 学	習・教育目	目標 (F) 学習・教育	目標 (G)				
Teachin	g Metho	d						
Outline This course is set up as part of an introduction for an internship and sandwich system. The aim is to gain a sense of practical technology through technical experience in companies or government agencies, etc., and use the results obtained from technical experience in learning.						ch system. The aim is to gain a government agencies, etc., and to		
Style		Follow t	he host company	instructor's instruc	ctions.			
departme internship language summer l (manner with a tol If it is det things lik internship case, the etc. (30% and Aims (1) "Expe study usi members (2) "Worl			nent principal or wip period, student e that is appropriate holidays, etc. The resson, preliminate of 90 hours. etermined that cooke social circumstip will be replaced e evaluation will comment of the Rubric I serience some of the sing the specified resource or supervising for k collaboratively h."	with the faculty of the should actively the steep or an intern. If the graduate study is any research on the nducting the internances, and if it is really with research on consist of an evaluation items, the actual technica methods of the conductive member of	pasic engineering by to acquire tector in the internship per the internship may ire host company) anship at a companecessary to procompanies, etc. ation by research outcomes debrible following iter I activities at the impanies, etc., or research there."	g research or spendical and other chical and other criod shall be at acclude up to 15 debrief session any or other inst vide reasonable related to the advisers for stref session result ms should be repended to the fresearch targe	closely communicate with the ecial research. During the skills, and dress and use least 10 working days during the hours of preliminary guidance as, and time for preparing reports, itution will be difficult due to consideration for students, the field of graduate study. In that udents' research on companies, so (40%). In the Course Objectives blaced as follows: In the Course Objectives of and to obtain advice from the ctivities of company of target	
Charact	eristics o	of Class	Division in Le	earning				
□ Active	Learning		☐ Aided by IC	СТ	☐ Applicable to	o Remote Class	☐ Instructor Professionally Experienced	
	DI.							
Course	rian		I					
			Theme			Goals	t annual time.	
		1st	Guidance			manners at the	nt precautions of internship and host company, etc.	
		2nd	Internship			Get individual to company.	echnical experience at the host	
	1st	3rd	Same as above			Same as above		
	Quarter	4th	Same as above			Same as above		
1st		5th	Same as above			Same as above		
Semeste		6th	Same as above			Same as above		
-		7th	Same as above			Same as above		
		8th	Same as above			Same as above		
		9th	Same as above			Same as above		
	2nd	10th	Same as above			Same as above		
	Quarter	11th	Same as above			Same as above		
12th Same as a			Same as above			Same as above		

		4 2.1	6 1			I .				
		13th	Same as above			Same as above				
		14th	Same as above			Same as above				
		15th	Same as above			Same as above				
		16th	No final exam							
		1st	Same as above			Same as above				
		2nd	Same as above	Same as above						
		3rd	Same as above							
	3rd	4th Same as above				Same as above				
	Quarter	5th	Same as above			Same as above				
		6th	Same as above			Same as above				
		7th	Same as above			Same as above				
2nd		8th	Same as above			Same as above				
Semeste		9th	Same as above		Same as above					
l L		10th	Same as above			Same as above				
		11th	Same as above			Same as above				
	4+1-	12th	Same as above			Same as above				
	4th Quarter	13th	Same as above			Same as above				
		14th	Same as above			Same as above				
		15th	Internship debrief ses			A presentation on the overall outcomes of the internship .				
		16th	No final exam							
Evaluat	ion Meth	od and	d Weight (%)			•				
Evaluation of the training destination Report						Debriefing session Total				
Subtotal			30	30	4	40	100			
Basic Pro	ficiency)	0		0	0			
	ed Proficier	ncv 3	30	30 40 100			100			
		·				0				
Cross Area Proficiency 0 0 0										

А	.kashi Co	ollege	Year	2021		Course Title	Preliminary Research Studies	
Course	Informa	tion						
Course Co	ode	0017			Course Categor	y Specia	llized / Compulsory	
Class Forr	mat	Seminar			Credits	Schoo	l Credit: 4	
Departme	ent	Architectur	e and Civil Eng	neering	Student Grade Adv. 1st		st	
Term		Year-round	t		Classes per We	Veek 4		
Textbook Teaching								
Instructor	-							
Course	Objectiv	es						
perspective (2) Can se	ve toward ummarize	solving proble obtained rese	ems. earch results as		ers, communicat		, and creatively from a wide lly to others, and discuss them.	
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievement 1			Can integrate a expertise, and theoretically, so practically, and a wide perspection of the colving problem.	examine it ystematically, creatively from tive toward	Can integrate a expertise, and of theoretically, sy and practically perspective tow problems.	examine it stematically, from a wide	Cannot integrate and deepen expertise, and examine it	
Achievem	ent 2		research result posters, comm verbally in a co	narize obtained s as reports and unicate them imprehensible ers, and discuss	Can summarize research results posters, common verbally to othe them.	s as reports a unicate them	posters, communicate them	
Achievem					Cannot engage in learning and research independently and continuously.			
Assigne	d Depar	tment Obje	ectives					
学習・教育	計標 (D) :	学習・教育目標	₹ (E) 学習・教育	=====================================				
Teachin	g Metho	od						
Outline		and electro charge. Th special res	onic system eng e aim is to acqu earch. rse, as it is part	ineering fields at a uire the backgrour icularly important	a higher level un nd knowledge tha for students to v	ider the super at serves as a work towards	conduct research in the mechanical vision of the faculty member in a foundation for graduate study's	
Style		decided aft exploring t						
Notice		guaranteed	irse's content will amount to 180 hours of study in total. These hours include the learning time eed in classes and the standard self-study time required for pre-study / review, and completing ent reports. Promote research independently and actively based on the background knowledge ed in the department. Other conditions for missing classes that will make students ineligible for a grade					
Charact	eristics i		Division in Le	arning				
☐ Active		01 Class / L	☐ Aided by IC		☐ Applicable to	o Remote Cla	ss Instructor Professionally Experienced	
Course	Plan							
		Th	neme			Goals		
		1st Ea		ber in charge will	explain and		ne research themes independently eaching staff.	
		In 2nd Ca	rect each indivion dividual researce arry out separate culty member in	:h ely under supervis	sion of each	Can independ	dently and continuously conduct esearch under each teaching staff.	
		3rd In	dividual researd ame as above			Same as abo	ve	
1st Semeste	1st Quarter	4th Sa	dividual researd ame as above			Same as abo	ve	
r		Stn Sa	dividual researc			Same as abo	ve	
		Sa	dividual researd ame as above			Same as abo	ve	
		/th Sa	dividual researd ame as above			Same as abo	ve	
		Sa Sa	dividual researd ame as above			Same as abo	ve	
	2nd Quarter		dividual researd ame as above	:n 		Same as abo	ve	

10th											
1111			10th		rch		Same as abov	e			
13th			11th		rch		Same as abov	e			
14th			12th		rch		Same as abov	Same as above			
15th			13th		rch		Same as abov	Same as above			
15th Same as above Same as above 1st No final exam			14th		rch		Same as abov	Same as above			
1st Individual research Same as above			15th		rch		Same as abov	e			
Same as above Same as abov			16th	No final exam							
Same as above Same as abov			1st		rch		Same as abov	e			
Ath Quarter Same as above			2nd	Individual resea	rch		Same as abov	e			
Ath Quarter Same as above			3rd Individual research		Same as abov	e					
Quarter Same as above Sam		3rd	4th	Individual resea	rch		Same as abov	e			
Same as above Same as abov			5th	Individual resea	rch		Same as abov	e			
Tth			6th	Individual resea	rch		Same as abov	Same as above			
Same as above Same as above			7th	Individual resea	rch		Same as abov	e			
Semeste r 9th Individual research Same as above 10th Individual research Same as above 11th Individual research Same as above 12th Individual research Same as above 12th Individual research Same as above 13th Individual research Same as above 14th Individual research Same as above 15th Presentation review meeting 15th Presentation review meeting 15th No final exam Evaluation Method and Weight (%) Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 0 100 Basic 0 10 30 40 30 0 0 0 100			8th	Individual resea	Individual research		Same as abov	e			
10th Individual research Same as above Same as above 11th Individual research Same as above 12th Individual research Same as above 12th Individual research Same as above 13th Individual research Same as above 13th Individual research Same as above 14th Individual research Same as above 14th Individual research Same as above 15th Presentation review meeting Can summarize obtained research results reports and posters, communicate them v to others, and discuss them. 16th No final exam Evaluation Method and Weight (%) Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 100 Basic 0 10 30 40 30 0 0 100 Basic 0 10 10 0 100 Can summarize obtained research results reports and posters, communicate them v to others, and discuss them.			9th	Individual resea	Individual research		Same as above				
Same as above Same as abov			10th	Individual resea	rch		Same as above				
Ath Quarter 13th Same as above Same as			11th		rch		Same as abov	e			
Quarter 13th Individual research Same as above Same as above 14th Individual research Same as above Same as above 15th Presentation review meeting Can summarize obtained research results reports and posters, communicate them v to others, and discuss them. 16th No final exam Evaluation Method and Weight (%) Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 100 Basic 0 10 30 10 0 40		4th	12th		rch		Same as above				
Same as above Same as above Same as above		_	13th		rch		Same as above				
15th Presentation review meeting reports and posters, communicate them v to others, and discuss them.			14th		rch		Same as above				
Evaluation Method and Weight (%) Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 100 Basic 0 10 20 10 10 0 40			15th	Presentation rev		Can summarize obtained research results as reports and posters, communicate them verbally to others, and discuss them.					
Evaluation Method and Weight (%) Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 100 Basic 0 10 30 10 0 0 100			16th	No final exam							
Examination Presentation Report Autonomy Portfolio Other Total Subtotal 0 30 40 30 0 0 100 Basic 0 10 20 10 0 0 100	Evaluati	ion Metl					•				
Subtotal 0 30 40 30 0 0 100 Basic 0 10 20 10 0 0 40	Lvaluati					Autonomy	Portfolio	Othor	Total		
	Subtotal		.arriiridUUN								
		y 0		10	20	10	0	0	40		
Specialized Proficiency 0 20 20 20 0 0 0	Specialize Proficienc	cialized o 20 20		20	0	0	60				
Cross Area Proficiency 0 0 0 0 0 0 0				0	0	0	0	0	0		

А	kashi Co	llege		Year	2021				Advanced Strength of Structures
Course :	Informat	ion					•	•	
Course Co		0018				Course Catego	ry S	Specialize	d / Elective
Class Forr	mat	Lecture				Credits	I	Academic	Credit: 2
Departme	nt	Architec	ture a	and Civil Engi	neering	Student Grade	A	Adv. 1st	
Term		First Sei	neste	er		Classes per We	eek 2	2	
Textbook Teaching		handout	S				·		
Instructor	•	ISHIMAI	RU Ka	azuhiro,NAKA	GAWA Hajime				
Course	Objectiv	es							
Civil Engir	neering de _l olve statica	partments Illy indeter	(H) (mina	Nakagawa). te structures	nechanics in Englis using the three m tes from the basic	oment method	(F) (Ish	imaru).	ned so far in the Architecture and
Rubric									,
			Id	eal Level		Standard Level			Unacceptable Level
Achievem	ent 1		re		plain content tural mechanics	Can explain con structural mech	ntent rel hanics in	ated to English	Cannot explain content related to structural mechanics in English
Achievem	ent 2		in		explain statically structures using ent method	Can solve station indeterminate the three mom	strúcture		Cannot solve statically indeterminate structures using the three moment method
Achievem	ent 3		Ca	an derive the	deflection plates from the	Can derive the formula for thin basic formula	deflection	on	Cannot derive the deflection
Assigne	d Denart	ment O	-						•
	<u>G </u>		_						
	g Metho			-7					
1. Introduce in English structural mechanics studied in the Regular Course. Group learning will be conduct using active learning education (AL education). (Taught by Nakagawa: 7 weeks) 2. Structural mechanics: Each group will present and explain to each other their research on the three moment method for solving statically indeterminate structures to deepen their understanding. In addition, there will be lectures on solutions for thin plates. (Taught by Ishimaru: 8 weeks) This course will be taught by an instructor (Nakagawa) who was involved in structural design of buildings company by making use of his experience, so that students can present in English structural mechanics the they studied in the Regular Course.						eks) neir research on the three pir understanding. In addition, eks) structural design of buildings at a			
Style		1. The entogether Architect lessons English 2. Studion	xerci and ture on on strong prese es reco	ses to introdu discuss vario or Civil Engine ructural mechentations. garding the the lents will ther	ice structural mec us details to creat eering department nanics as appropria nree moments me n individually creat	hanics in Englis e content in En L. The teacher in ate during the c thod are basica te questions and	th will be glish reg n charge classes, a lly base d answei	done in glardless of (Nakaga and will plan groups to deep	nd Ishimaru the second. groups. Students will mingle f whether they are from the wa) will provide supplementary rovide instructions for creating a. After understanding the ben their understanding. For
Solutions for thin plates, students will This course's content will amount to 9 guaranteed in classes and the standar assignment reports. Before taking the understand the content to attend class differential equations for report assign Students who miss 1/3 or more of cla The minimum score for a pass will be overall evaluation will be calculated w Ishimaru 1/2. Nakagawa: Assignment presentation of Ishimaru: Evaluations will be based of 1. Each group's presentation on the q structures (20%) 2. Exams (60%) 3. A report on the thin plates solution The report assignments are as follows Nakagawa: Evaluations will be based introduction in English (20%).				amount to 90 hour the standard self- e taking the cours attend classes. Steport assignments more of classes who as will be 60% be alculated with the esentation for 1 (be based on: on the question the solutions (20% e as follows: Il be based on the	rs of study in to study time reque, carefully pre- cudents will be ristill not be eligible assed on the following ratio (60%), and a repart, answers, an	otal. Thesuired for-study threquired le for a plowing pofeach port for a solution	se hours i pre-stud- ne handou to be ablo passing groerforman teacher in (2) (40% on method	ats distributed in advance to fully e to solve and calculate rade. The nece evaluation methods. The necharge: Nakagawa 1/2 and o). It is distributed in advance to fully ended to solve and calculate the solve and calculate	
Charact	eristics o	of Class /	Div	rision in Lea	arning				
☐ Active				Aided by IC	_	☐ Applicable t	to Remot	te Class	☐ Instructor Professionally Experienced
Course	Plan								
			Ther	me			Goals		
1st Semeste	1st Quarter	1st	Expla Expla (stat	ain the outline ically determi	uidance blans and content e of structural med inate and indetern d in the Regular (chanics ninate	Can und	derstand irse.	the class plans and the content of
r	Quarter	2nd	station Discu	cally determir	or the presentation the mechanics (1 and think specific reate.)	Can disa	cuss in gr ate conte	roup to work on the assignment nt.

		3rd	Content creation for statically determined Discuss in groups what content to cr	ate mechanics (2 and think specific	2) cally about	Can discuss in gr and create conte		the assignment	
		4th	English presentation mechanics Each group will prestatically determin Afterwards, discusstudents.	esent their Englis ate mechanics u	sh summary on sing slides.	Can make preser questions to othe		ps and ask	
		5th	Content creation for statically indeterm Discuss in groups what content to cr	inate mechanics and think specific	(1)	Can discuss in gr and create conte		the assignment	
		6th	Content creation for statically indeterm Discuss in groups what content to cr	inate mechanics and think specific	(2)	Can discuss in gr and create conte		the assignment	
		7th	English presentation mechanics Each group will prestatically indeterm Afterwards, discusstudents.	esent their Englis inate mechanics	sh summary on using slides.	Can make preser questions to othe		ps and ask	
		8th	Review on the sec Find sectional forceview.			Can find sectiona	ıl forces diagran	ns of beams	
		9th	Solutions for the tl Research in group which is a means l indeterminate stru together.	s the three mom for solving statica	ent method, ally	Research and understand the solution for the three moment method on one's own.			
		10th	Solutions for the tl Using a solution w as an example, cre that is solved using and answer for it.	ith the three mo	ment method	Using the three r question on one's three moment m	s own that is so	lved using the	
	24	11th	Solutions for the tl Solve questions cr then score other s solved the questio	eated by other st tudents' answers	tudents, and	Can score the otl			
	2nd Quarter	12th	Learning the three Each person will e problem in front o the three moment	xplain the solutic f all other studer	n for a	Can explain the a	answer of the qu	uestion you have	
		13th	Solution methods Understand how to Fourier series.		eams using a	Can solve simple beams using a Fourier series			
		14th	Solutions for thin place Learn how to solve based on the thin-	e simply-support	ed thin plates	Can explain how plates based on t	to solve simply thin-plate theor	-supported thin y.	
		15th	Solutions for thin poerive the deflecti supported thin pla	on formula for si	mply- n-plate theory.	Can explain how to solve simply-supported thin plates based on thin-plate theory.			
		16th	Final exam						
Evaluati	on Met	thod and \	Veight (%)						
		xamination	Presentation	Report	Behavior	Portfolio	Other	Total	
Subtotal	3	0	40	30	0	0	0	100	
Basic Proficiency	, 0	l	0	0	0	0	0	0	
Specialized Proficiency	/ 3	0	40	30	0	0	0	100	
Cross Area Proficiency	0	ı	0	0	0	0	0	0	

А	Akashi College		Year	2021			ourse Title	Structural System I			
Course	Informa	tion	•	•		•					
Course Co		0019			Course Catego	ry	Specialize	ed / Elective			
Class Forr	mat	Lecture			Credits	•	Academi	c Credit: 2			
Departme	ent	Architectu	e and Civil Engi	neering	Student Grade		Adv. 1st				
Term		Second Se			Classes per Week 2						
Textbook Teaching											
Instructor	-	ISHIMARU	ARU Kazuhiro,SHOJO Naoya								
Course	Objectiv	es									
(2) Under (3) Under	stand the stand and	nature of wo can explain of	od and can expl earthquake- and	behavior of simp ain its use in civil I wind-resistant d nethods (F) (Ishin	engineering and esigns (F) (Ishir	d buildi	o). ng structu	ıres (H) (Shojo).			
Rubric			T		1						
			Ideal Level		Standard Leve			Unacceptable Level			
Achievem	ent 1		Can explain in e elastoplastic be structures.	detail the havior of simple	Can explain the behavior of sin			Cannot explain the elastoplastic behavior of simple structures.			
Achievem	ent 2		Can explain in o wood in civil er building structu		Can explain the civil engineering structures.			Cannot explain the use of wood in civil engineering and building structures.			
Achievem	ent 3							Cannot explain earthquake- and wind-resistant designs.			
		Can explain in detail the elastic Can explain the elastic and the plastic design methods.						Cannot explain the elastic and the plastic design methods.			
Assigne	d Depar	tment Obje									
学習・教育	晉目標 (F) 与	学習・教育目標	(H)								
Teachin	g Metho										
Outline		in Kosen R civil engine basic theo 1. Lectures	egular Course. (eering and build ries in an omnib s related to the	Classes will lectur ing structures, an us format.	e on the plastic d structure desi thod and use of	design gn tech wood	method for nology by Taught b	Structural Concrete Design, taught or structures, the use of wood in numerical analysis and their y Shojo: Weeks 1 to 8) s 9 to 15)			
Style		will be org	ll be conducted anized in an om dhalves, respec	nibus format and	douts (materials divided into two	and lit halve	erature) o s. Shojo a	or by taking notes. The lectures and Ishimaru will teach the first			
Notice		guaranteer assignmen advance to Structural Students v The minim The achiev 1. For Sho report assi • Calculat use of woo 2. For Ishi The report	d in classes and t reports. Before fully understan Mechanics, Struwho miss 1/3 or um score for a rement targets a rois based on pold. The sassignments are as maru's lessons, assignments ar assignments are supported to the same are assignments are	the standard selfe taking the cours of the content. In ctural Design, and more of classes v pass will be 60%. are: evaluation will be follows: lastic design for v the evaluation wi	-study time reques, students sho addition, studend Applied Mathe will not be eligible based on exartarious structure.	uired fould carnts mu matics le for a ns (20° es, and xams (or pre-studefully reads st have fully reads to have full	ports (30%) (50% in total). The cions and proposals related to the reports (20%) (50% in total).			
Charact	eristics o	of Class / D	Division in Lea	arning	1						
□ Active	Learning		☐ Aided by IC	Т	☐ Applicable t	o Rem	ote Class	☐ Instructor Professionally Experienced			
Course	Plan 		nomo			Coalc					
			neme	d basis structure	mochanica	Goals					
1st			Class guidance and basic structural mechanics exercises Understand the outline for this class and conduct exercises related to stress diagrams for statically determinate beams. Taught by Shojo)								
2nd Semeste r 3rd Quarter 2	2nd Ex	oplain the histor encept and ideas aught by Shojo	,	and the	Under	stand the	concept of plastic design method.				
Plastic design method for beams Explain the mechanical model of materials and the elastoplastic behavior of beams. (Taught by Shojo) Can explain the mechanical model of materials and the elastoplastic behavior of beams.											

		4th	Plastic design met Explain the mecha the elastoplastic b (Taught by Shojo)	nical model of mehavior of beams		Can explain the and the elastople			
		5th	Significance of woo sector Explain the history and its significance issues. (Taught by Shojo)	and current state along with envi	tus of wood use	Can explain the wood use and its environmental is	history and cur s significance a ssues.	rent status of long with	
		6th	Nature and types of Explain the nature building materials (Taught by Shojo)	of wood of wood and the that use various	e types of types of wood.	Can explain the building materia	nature of wood Is that use vari	I and the types of ous types of wood.	
		7th	Past usage of woo Explain wood use istructures. (Taught by Shojo)	d in civil engineerir	ng and building	Can explain woo building structur	d use in civil eres.	ngineering and	
		8th	Past usage of woo Explain wood use structures. (Taught by Shojo)	d in civil engineerir	ng and building	Can explain woo building structur	d use in civil er es.	ngineering and	
		9th	Civil engineering a characteristics Describe the chara and building struct requirements. (Taught by Ishima	acteristics of civil cures and discuss	engineering	Civil engineering characteristics Can describe the engineering and their requiremer	characteristics building struct		
		10th	The flow of structu Describe the flow of various structures (Taught by Ishima	of structural desi	gn methods for	Can explain the flow of structural design methods.			
		11th	Steel and concrete Describe the chara structures. (Taught by Ishima	cteristics of stee		Can explain the concrete structu		of steel and	
	4th		Load types and cla Explain the loads t In addition, discus of loads and the de (Taught by Ishima	that structures ar s the types and o esign loads.	re subjected to. classifications	Can explain the subjected to.	loads that struc	ctures are	
	Quarter	13th	Earthquake- and v Both seismic force different from othe significant dynamic structures. Describe the desig earthquake- and v (Taught by Ishima	vind-resistant de s and winds are er loads in terms c effects on civil n theory-like cor vind-resistant de	more likely of their engineering ncepts for	Can explain earthquake- and wind-resistant designs.			
		14th	Design methods for Describe the concert design methods. (Taught by Ishima	or structures (1) epts of the elastic	and plastic	Can explain the concepts of the elastic and plastic design methods.			
		15th	Design methods for structures (2) Describe the concepts of the elastic and plastic design methods. (Taught by Ishimaru)			Explain the elastic and plastic design methods and can solve them specifically.			
		16th	Final exam (Taught by Shojo	and Ishimaru)					
Evaluati	on Met	thod and V	Weight (%)	/		1			
	 	ixamination	Report	Mutual Evaluations between students	Behavior	Portfolio	Other	Total	
Subtotal	5	0	50	0	0	0	0	100	
Basic Proficiency	, 0	<u> </u>	0	0	0	0	0	0	
Specialized		0	50	0	0	0	0	100	
Cross Area Proficiency	a 0)	0	0	0	0	0	0	
oncicie)				L	1		1		

А	kashi Co	llege	Year	2021		Course Title	Construction Management		
Course	Informat	tion							
Course Co	ode	0020			Course Catego	ry Specializ	ed / Elective		
Class Forr		Lecture			Credits	Academi	c Credit: 2		
Departme	ent		re and Civil En	gineering	Student Grade				
Term Textbook	and/or	Second Se	emester		Classes per We	eek 2			
Teaching									
Instructor	-	OTSUKA 1	akehiko,SANJ\	O Kenji					
Course	Objectiv	es							
(2) CM, Pl Through I changes i	M, and FM ectures on n the struc	individual wature of work	ork occurrence and viewpoint	_	cs, understand t ion (D). (Otsuka	the personnel an	nsion plans, etc. (D) (H) (Sanjo) d qualifications needed and les (H). (Otsuka)		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		detail the sign	nd can explain in nificance of asset and infrastructure plans, etc.	significance of	and infrastructure	explain the significance of asset		
Assigne	d Depart	tment Obj	ectives						
学習・教育	 計目標 (D) ≒	学習・教育目標	票 (H)						
Teachin	g Metho								
Outline		manage in extension these circ CM, PM, a in charge Sanjo will	nfrastructure and plans, etc., who when the plans, etc., who mustances. It was not fell to be so the first eight provide classes.	amid strict budget constraints, the "asset management" initiative is being pursued to efficie frastructure and maintain and update it at a low cost. This course will lecture on infrastructle plans, etc., which have been formulated as measures to mitigate infrastructure obsolescen instances. It will also teach the background of construction management (CM) and the coil of FM, and cover organizational management and welfare administration as examples. Sar of the first eight weeks, and Otsuka will be in charge of the last seven weeks in an omnibuse provide classes that take advantage of his experience at local public organizations, etc., en projects such as Kansai International Airport.					
Classes w			ill be provided n at Akashi Kos	mainly in a lecture- en for Sanjo who t	style format. each this course	e is Takao Miyosh	ii.		
Notice		classes ar Before tak equivalent Building C a report b	urse's content will amount to 90 hours in total. These hours include the learning time guaranteed in and the standard self-study time required for pre-study / review, and completing assignment reports taking this course, students must have learned the following courses or subjects that have the ent details: Infrastructure Maintenance Engineering in year 5 at the Civil Engineering Department and Construction and Process in year 5 at the Architecture Department of our college. Create and present based on instructions. It is who miss 1/3 or more of classes will not be eligible for a passing grade.						
Charact	eristics o	of Class / I	Division in L	earning					
☐ Active	Learning		☐ Aided by I	СТ	☐ Applicable t	co Remote Class	☐ Instructor Professionally Experienced		
Course	Plan					T			
			heme			Goals			
		1st ir o	Sanjo) Jutline of the ba Ifrastructure de f maintenance	asset management ackground of Japan evelopment and the and management, gnificance of asset a sector.	's e current state and explain	Can explain the need and significance of a management in the construction sector.			
2nd		2nd (Sanjo)	astructure life externing processes, idn details, etc.	·	Can explain pla approaches, pla	nning processes, ideals, basic in details, etc.		
2nd Semeste r		3rd is	xtension (Sanjo earn about the ssues, direction xplanation of tl	plans for infrastru) target facility's cur of efforts, etc., thr ne action plan form , Infrastructure, Tr	rent situation, ough an ulated by the	issues, and dire	target facility's current situation, ction of efforts, etc., based on the l, Infrastructure, Transport and n plan.		
		4th L	earn about bas	e extension plans (ic approaches, plar tions of the plans f its.	details, etc.,	Can explain the etc., based on proper governments.	basic approaches, plan details, plans formulated by local		
		5th (:	Sanjo)	infrastructure life e d facility life extens		Can explain roa	d facility life extension plans.		
		6th	ction plans for Sanjo)	infrastructure life e	extension	Can explain life extension plans for river management facilities.			

	7th	Action plans for infras (Sanjo) Learn about life exten coastal facilities.	tructure life extension sion plans for port and	Can explain life extensi coastal facilities.	on plans for port and
	8th	Action plans for infras (Sanjo) Learn about life exten facilities.	tructure life extension sion plans for sewage	Can explain life extensi facilities.	on plans for sewage
	9th		oject management (Otsuka) systems, and the PMBOK.	, Can explain project ma PMBOK	nagement systems and the
	10th	economy (Otsuka) Explain the significant	s of CM in the Japanese te of CM, which has been ew industries that will brea y's deadlock.	Can explain the concep	t and details of CM.
	11th	from project manager development and the	expansion of business, and osition to be less project-	Can explain the concep	t of PM, FM, and CM.
4th	12th		nstruction sector (Otsuka) PPP initiatives in Japan es	Can explain PFI and PP	P with examples.
Quarter	13th		l management (Otsuka) mples of various companies ement.	' Can explain modern org	ganizational management.
	14th	facilities, etc., in local	gement plans for public governments (Otsuka) nent's action plans using asago City	Can explain local gover management plans for	nment's comprehensive public facilities, etc.
	constructio Explain cor near misse 15th sector. Explain cris welfare sec		management in the are sectors (Otsuka) r barrier-free buildings and anagement) in the welfare ment and near misses in the examples of housing elderly and disabled in	Can explain compliance barrier-free buildings.	e and near misses in
	16th	Final exam			
Evaluation Met	hod ar	nd Weight (%)			
		Report(Attainment target(1))	Examination(Attainment target(2))	Report(Attainment target(3))	Total
Subtotal		50	30	20	100
Basic Proficiency		0	0	0	0
Specialized Proficie	ency	50	30	20	100

Cross Area Proficiency

А	kashi Co	llege	Year	2021				Advanced Geotechnical Engineering	
Course	Informat	ion							
Course Co	ode	0021			Course Categor	ry :	Specialize	d / Elective	
Class Forr	mat	Lecture			Credits		Academic	Credit: 2	
Departme	ent	Architect	ture and Civil Eng	ineering	Student Grade		Adv. 1st		
Term		Second 9	Semester		Classes per We	eek :	2		
Textbook Teaching	and/or Materials								
Instructor	-	NABESH	IMA Yasuyuki,EBI	ISU Takeshi					
Course	Objective	es							
education explain so	al goal [H] oil's shear l). Also und behavior ar	lerstand the relat nd yield criterion (: Learn about the ionship with geote (learning and educ isures against geol	chnical engineer ational goals [H	ring stud]).	died so fai	ground destruction (learning and r, and acquire the ability to	
Rubric									
			Ideal Level		Standard Level			Unacceptable Level	
Achievem	ent 1			detail the shear rield criterion of	Can explain the and yield criter			Cannot explain the shear behavior and yield criterion of soil.	
Achievem	ent 2		Can reasonabl concrete count against geotec engineering pr	hnical	Can reasonably countermeasur geotechnical er problems.	es agair	nst	Cannot reasonably plan and design countermeasures against geotechnical engineering problems.	
Assigne	d Depart	ment Ob	jectives						
学習・教育	舒目標 (E) 学	望・教育目	標 (F) 学習・教育	目標 (H)					
Teachin	g Metho	d							
Outline		ground of In additing round segments geoteching Ebisu we and cont	destruction and all on, they will deve surveys to construical engineering eek 9 and weeks course, teachers worsling ground distributed and distributed and distributed and second and distributed and distribu	so understand the elop the necessary action, and learn manages. (Omnibus for 12 to 14)	yield criterion of perspectives for neasures and the format: Nabeshi to of investigating students a wide	of soil. r system e latest ma will g, measu range of	natically un technolog teach wee	near behavior of soil related to nderstanding the processes from ies to address various eks 1 to 8 and 10 to 11, and igning, simulating, maintaining, lated to slope disaster prevention	
Style		The class	ses will be held in		rmat, including s	some pr	esentation and weel	ns by students. (Omnibus format: ks 12 to 14)	
Notice		guarante	eed in classes and ent reports.	se's content will amount to 90 hours of study in total. These hours include the learning time and in classes and the standard self-study time required for pre-study / review, and completing not reports. Who miss 1/3 or more of classes will not be eligible for a passing grade.					
Charact	eristics o	of Class /	Division in Le	arning					
□ Active	Learning		☐ Aided by IC	CT	☐ Applicable t	o Remo	te Class	☐ Instructor Professionally Experienced	
Course	Plan								
			Theme			Goals			
		1st	Explain the conce	ffective stress [Nate of effective street of effective street of principal street of principal street of principal street of principal street of the street	ess, principal	principa	bout the all stresses thr's stress	concept of effective stress, s, the planes of principal stresses, s circles.	
		2nd	Soil yield criterior Explain what a so	n (1) [Nabeshima] oil yield criterion is		Learn a and Co	bout the ulomb yie	concept of the soil yield criterion ld criterion.	
	3rd		Explain application	n (2) [Nabeshima] on examples of the iterion for geotech lems.	Mohr-	Coulor		on examples of the Mohr- iterion for geotechnical lems.	
2nd Semeste			characteristics of	Nabeshima] tives of soil shear a direct shear test riaxial compressior	t and (Learn about the objectives of soil shear tests, the characteristics of a direct shear test and unconfined and triaxial compression tests.			
' '		5th	Explain soil's she	or (1) [Nabeshima ar strength, and al l drainage conditio clay.	lso explain	consoli		ar strength, and also learn about d drainage conditions and the f clay.	
6		6th	Explain the dilata	or (2) [Nabeshima ncy behavior of so anism of sand liqu	il and the	occurre	nce mech	dilatancy behavior of soil and the anism of sand liquefaction	
7th			[Nabeshima] Éxplain the use o	and soil shear strength of N-values obtaine tion tests and the	d from	Learn about the use of N-values obtained from standard penetration tests and the relationship with soil shear strength.			

	8th			rom weeks 1				
	9th	Overview of sidebris flow, la	slope disaster preventi andslide) [Ebisu]	on (collapse,				
	10th	Lecture on ho penetration to	ow to view boring data ests, soil columnar sec	, standard tions, and the	Learn and th	about how to view grone clues for identifying	ound survey results ground.	
	11th	[Nabeshima] Talk about th engineering a	ne relationship between geotechnical and geology and explain the			Learn about the relationship between geotechnical engineering and geology and the topography and geology of the Japanese Archipelago.		
4th	12th	[Ebisu] Explain the cl research tool	haracteristics and use such as UAVs, airbor	cases of new	disadv	antages, and utilizatio	advantages and on setting of various	
Quarter	13th	Explain topog in terms of to	graphic terminology and disaster risks opographical data with topographical			Learn the basic details on topography and topographical interpretation, and topographic risks.		
	14th	rainfall [Ebisu Experience ev terms of the learn about the	ı] vacuation behavior via diverse viewpoints of r he issues of regional d	simulation in esidents, and	prevei softwa evacu	ntion, EVAG, learn the are countermeasures, ation against heavy ra	importance of warning and in disasters, and how	
	15th	Act and other Explain the in management	er laws [Ebisu] inspection, maintenance, and nt operations of anchor work placed on			Learn about the structure of ground anchors, lift off testing techniques, and how to organize data		
	16th		Nabeshima]					
on Meth	od and \	Weight (%)	T	T		T		
	Examina	ation	Exercise			Behavior	Total	
ıbtotal 70			20	10		0	100	
asic Proficiency 0			10	10		0	20	
ecialized 70			10	0		0	80	
a '	0		0	0		0	0	
	on Meth	9th 10th 11th 12th 4th Quarter 13th 14th 15th 16th on Method and Met	9th Overview of state of the control	9th Overview of slope disaster prevention debris flow, landslide) [Ebisu] Identifying ground [Nabeshima] Lecture on how to view boring data penetration tests, soil columnar seculues for identifying ground. Geotechnical engineering and geolog [Nabeshima] Talk about the relationship betweer engineering and geology and explait topography and geology of the Japa Archipelago. New research tools for slope disaste [Ebisu] Explain the characteristics and use research tools such as UAVs, airbor interferometric SARs. Topography and disasters [Ebisu] Explain topographic terminology and in terms of topographical data with interpretation exercises. Simulation of evacuation behavior or rainfall [Ebisu] Experience evacuation behavior or rainfall [Ebisu] Experience evacuation behavior or learn about the issues of regional deprevention in a workshop style. Maintenance and management of the Act and other laws [Ebisu] Explain the inspection, maintenance management operations of anchor the Meishin Expressway. 16th Final exam [Nabeshima] On Method and Weight (%) Examination Exercise 70 20 Ciency 0 10 10 10	9th	9th	Sth	

А	kashi Co	llege	Yea	ar	2021			ourse Title	Transportation Planning
Course	Informat	ion							
Course Co	ode	0022				Course Categor	γ	Specialize	d / Elective
Class Forr	mat	Lecture				Credits		Academic	Credit: 2
Departme	ent	Architec	ture and Civi	il Engi	neering	Student Grade		Adv. 1st	
Term		First Ser	nester			Classes per We	ek	2	
Textbook Teaching	and/or Materials								
Instructor			SU Kazuhito)					
Course	Objective	es							
(2) Under (3) Under	stand the stand the	current siti mechanisn	lation of traf of traffic ge	ffic pro enerat	terms and the cha oblems and learn tion and can predi sportation plans a	the concepts an ct future traffic	d meth demand	ods of traid d (H).	fic surveys (F).
Rubric									
			Ideal Lev	el		Standard Level			Unacceptable Level
Achievem	Achievement 1		and trans terms and	porta	ally explain city- tion-related characteristics of portation.	Can explain city transportation- and the charac means of trans	related teristics	s of	Cannot explain city- and transportation-related terms and the characteristics of means of transportation.
Achievem	achievement 2			of trai	e current ffic problems and ally explain the nethods of traffic	Understand the situation of traican explain the methods of tra	fic prol	blems and pts and	Do not understand the current situation of traffic problems and cannot explain the concepts and methods of traffic surveys.
Achievem	chievement 3			neration	e mechanism of on and can ly predict future	Understand the traffic generation predict future t	on and	can	Do not understand the mechanism of traffic generation and cannot predict future traffic demand.
			alternativ	e tran oreher	e and develop isportation plans nsively their nefits.	Can enumerate and develop alternative transportation plans and estimate their impact and benefits.			Cannot enumerate and develop alternative transportation plans and estimate their impact and benefits.
Assigne	d Depart	ment Ob	jectives						
学習・教育	舒目標 (F) 学	習・教育目	標 (H)						
Teachin	g Metho	d _.							
Outline		urban ar lessons of transi	nd regional p will examine portation me	e will be taught by an instructor who is a member of a private think tank and was in charge of regional planning and economic analysis. Traffic is an inseparable part of urban activities. The I examine the characteristics of traffic which demands transportation facilities, and appropriateness tation means that supply transportation facilities, and I lecture on the construction of a desirable tion system from a broad perspective.					
Style		presenta The ove	tions, and g all evaluatio	e will be carried out in a balanced manner, combining textbook-based lectures, student ons, and group discussions. Il evaluation will be based 60% on periodic exams, 30% on presentations, 10% on attitude tow ities such as Q&A sessions. The minimum score for a pass will be 60%.					tations, 10% on attitude toward
Notice		guarante assignm offered i subjects Enginee	eed in classe ent reports. n the Civil E , lessons wil ring or Archi	s and Relate nginee I be ta tectur	the standard self- ed courses include ering Department.	estudy time reques Planning, City land Although it is despread to the possible regard	iired fo Plannin Jesirable Iless of	r pre-stud g, and Tra e to acquii whether s	nclude the learning time y / review, and completing ffic Engineering, which have been e basic knowledge of these tudents are from the Civil
Charact	eristics o	of Class /	Division i	n Le	arning				
☐ Active Learning		□ Aided			☐ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced	
	<u> </u>								
Course	Plan								
			Theme				Goals		
		1st	Lecture on t developmen generation r	the his nt fron mecha	nechanism of cities storical backgroun In the viewpoint of Inisms, given that Inactivities' space c	d of urban traffic transportation	develo genera	pment fro ation mech	nistorical background of urban m the viewpoint of traffic anisms, given that transportation n activities' space constraints.
1st Semeste 2nd 2nd r		2nd	Explain traff outside citie	raffic problems xplain traffic problems generated both inside and utside cities through mechanisms of cities and raffic generation.			Can explain traffic problems generated both inside and outside cities through mechanisms of cities and traffic generation.		
3rd			Traffic is a cactivities, are on them, to	raffic characteristics and means of transportation raffic is a derivative act associated with urban cityitics, and its nature varies greatly depending			Can explain traffic characteristics and the means of transportation for servicing it.		

Actual traffic conditions and surveys in addition to personal attitudes, faculty use, time, required time, means, and cost. Learnies on actual traffic conditions and survey with the conditions and survey with the conditions and survey. Traffic demand forecasts 1 (Occurrence-intensive traffic forecasts) report to the first stage of the four-stage estimation of correspondito to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation or corresponds to the first stage of the four-stage estimation method or a traffic demand forecast. Traffic demand forecasts I (Occurrence-intensive traffic and traffic conditions and corresponds to the first stage of the four-stage estimation method for a traffic demand forecast. Traffic demand forecasts I (Occurrence-intensive traffic and traffic conditions and corresponds to the second stage of the four-stage estimation method or a traffic demand forecast. Traffic demand forecasts I (Occurrence-intensive traffic and probability model methods, etc., for the forecast of second stage of the four-stage estimation method and done and probability model methods, etc., for the forecast of second stage of the four-stage estimation method and done and traffic volume (Ob traffic volume) that corresponds to the second stage of the four-stage estimation method and done and the process of destributed traffic volume (Ob traffic volume) that corresponds to the second stage of the four-stage estimation method and done to the corresponds to the second stage of the four-stage estimation method and traffic volume (Ob traffic volume) that corresponds to the second stage of the	,								
traffic forecasts: Part 10 carried method the body to the contraction of courrence-intensive traffic that corresponds to the first stage of the four-stage castination of the contract of castination of the contract of castination of the contract of the contract of the contract of castination of the contract of the courrence-intensive traffic forecasts: Part 10 courrence-intensive traffic forecasts of courrence-intensive traffic forecasts of courrence-intensive traffic forecasts of following on from the previous lesson, lecture on corresponds to the first stage of the four-stage estimation method for a traffic demand forecast. Traffic demand forecasts: If (Distributed traffic volume forecasts of distributed traffic volume forecasts of the four-stage estimation method. Traffic demand forecasts II (Distributed traffic volume) that corresponds to the first stage of the four-stage estimation method. Traffic demand forecasts II (Forecast of assigned to the four-stage estimation method. Traffic demand forecasts III (Forecast of assigned traffic volume) that corresponds to the second stage of the four-stage estimation method. Traffic demand forecasts III (Forecast of assigned traffic volume) that the stage of the four-stage estimation method. Traffic demand forecasts III (Forecast of assigned traffic volume) that of the prevent pattern, cost minimization of the stage of the four-stage estimation method. Traffic demand forecasts III (Forecast of assigned traffic volume) that of the prevent pattern, cost minimization and utility maximization methods (in the prevent pattern) cost minimization and utility maximization methods. In the prevent pattern, cost minimization and pattern of the prevent pattern of the pat			4th	In addition to perso define traffic includ facility use, time, r Lecture on actual t	onal attributes, fa le traffic purpose equired time, me raffic conditions	actors that , land use, eans, and cost. and survey			
traffic forecasts: Part 2) 6th Following on from the previous lesson, lecture or corresponds to the first stage of the four-stage satination method for a traffic demand forecast. Traffic demand forecasts II (Distributed traffic volume forecasts: Part 1) and organizational method for a traffic demand forecast of the forecast of distributed traffic volume (Distributed traffic volume) that corresponds to the second and probability model methods, etc., for the forecast of distributed traffic volume (Distributed traffic volume) that corresponds to the second stage of the four-stage setimation method. It was to the four-stage setimation means that corresponds to the second stage of the four-stage setimation method. In the four-stage setimation method. It was the four-stage setimation method and was the four-stage setimation of the four-stage setimation method. It was the four-stage setimation means that corresponds to the second stage of the four-stage setimation method. It was the four-stage setimation method and the four-stage setimation of the four-stage setimation of the four-stage setimation of the four-stage setimation method. It was the four-stage setimation method and the four-stage setimation method. It was the four-stage setimation method with future laid use as a condition. It was the four-stage setimation method with future laid use as a condition. It w			5th	traffic forecasts: Pa Lecture on the syn and the original un of occurrence-inter the first stage of th	art 1) thetic function m it method, etc., f nsive traffic that one four-stage esti	odel method for the forecast corresponds to imation	and the original unthe forecast of occurresponds to the	unit method that ecurrence-intensive ne first stage of tl	are required for ve traffic that ne four-stage
volume forecasts: Part 1) The volume forecast of distributed traffic for the forecast of distributed traffic for the forecast of distributed traffic for the forecast of distributed traffic volume (Do traffic volume) that corresponds to the second stage of the four-stage estimation method. Traffic demand forecasts III (britshibuted traffic volume (Ob traffic volume) that corresponds to the second stage of the four-stage estimation method, following on from the previous lecture. Traffic demand forecasts III (Forecast of assessment scale by transportation means) Lecture on the present pattern, cost minimized and share curve for the forecast of assessment scale by transportation means that corresponds to the third stage of the four-stage estimation method. Traffic demand forecasts III (Forecast of assessment scale by transportation means that corresponds to the third stage of the four-stage estimation method. Traffic demand forecasts IV (Forecast of assigned traffic volume) Lecture on the present pattern, cost minimized and traffic volume) Lecture on the method for assigning automobile traffic to road networks from an actual consideration and traffic volume that corresponds to the four-stage estimation method. Planning for transportation systems Application of the correct of assigned traffic volume that corresponds to the fourth stage of the four-stage estimation method. Planning for transportation systems and traffic volume that corresponds to the fourth stage of the four-stage estimation method. Planning for transportation particularly that the fourth stage of the four-stage estimation method with future land use as a condition. Planning for district transportation planning that strain the proposed transportation panning has shifted from a condition of the proposed and methods for district transportation planning that shifted from a condition of the proposed and transportation planning that shifted from a condition planning that shifted from a condition planning that shifted from a condition planning			6th	traffic forecasts: Pa Following on from the forecast of occi corresponds to the	art 2) the previous less urrence-intensive first stage of the	on, lecture on e traffic that e four-stage	occurrence-intent the first stage of	sive traffic that co the four-stage es	orresponds to stimation
Sth		7th		volume forecasts: Lecture on the pres model, and probab the forecast of dist traffic volume) that	Part 1) sent pattern, gra ility model methe ributed traffic vo t corresponds to	vitational ods, etc., for lume (OD the second	model, and proba are required for t volume (OD traff the second stage	ability model met the forecast of dis ic volume) that c	hods, etc., that stributed traffic orresponds to
Sessessment scale by transportation means) 19th			8th	volume forecasts: Lecture on the fore volume (OD traffic the second stage o	Part 2) ecast of distribute volume) that con f the four-stage	ed traffic rresponds to estimation	distributed traffic corresponds to th	volume (OD traf ne second stage o	fic volume) that
Traffic volume) Lecture on the method for assigning automobile traffic to road networks from an actual assignment perspective, taking into account capacity constraints, for the forecast of assigned traffic volume that corresponds to the fourth stage of the four-stage estimation method. Planning for transportation systems Lecture on approaches and methods for creating alternative transportation plans based on the traffic situation assigned to the transportation network using the four-stage estimation method with future land use as a condition. 2nd Quarter 12th Planning for district transportation Planning for distric			9th	assessment scale be Lecture on the pre- and utility maximiz modal share curve scale by transporta the third stage of t method, and from	by transportation sent pattern, costation methods, of for the forecast which means that the four-stage estime viewpoint of	means) t minimization, etc., using a of assessment corresponds to timation	minimization, and utility maximization methods, etc., using a modal share curve that is required for the forecast of assessment scale by transportation means that corresponds to the		
Lecture on approaches and methods for creating alternative transportation plans based on the traffic situation assigned to the transportation network using the four-stage estimation method with future land use as a condition. Planning for district transportation planning for smaller areas, safety and environmental considerations are more important than convenience. Lecture on the approaches and methods for district transportation planning. Environmental problems and traffic Various environmental problems are occurring as automobiles become more prevalent. Lecture on environmental problems such as air pollution and noise, and the measures to take into account scenery and the declining birthrate and aging population. New transportation planning has shifted from a demand-following type by way of a demand-restraining one toward mobility management. Lecture on the concepts and methods of new transportation measures, such as TDM and MM. Transportation measures. TDM and MM. Transportation strategies for town planning the advent of automobiles has had a great impact on urban space. Lecture on transportation strategies to choose the appropriate method from the many planning methods related to trade-offs from the perspective of town planning. Evaluation Method and Weight (%) Lexamination Lexaminatio			10th	traffic volume) Lecture on the method for assigning automobile traffic to road networks from an actual assignment perspective, taking into account capacity constraints, for the forecast of assigned traffic volume that corresponds to the fourth stage of the four-stage estimation method.			traffic to road net assignment persp capacity constrain traffic volume tha	tworks from an a bective, taking in hts, for the forecast at corresponds to	ctual to account ast of assigned the fourth
In district-level transportation planning for smaller areas, safety and environmental considerations are more important than convenience. Lecture on the approaches and methods for district transportation planning. Environmental problems and traffic Various environmental problems are occurring as automobiles become more prevalent. Lecture on environmental problems such as air pollution and noise, and the measures to take into account scenery and the declining birthrate and aging population. New transportation measures TDM and MM Transportation planning has shifted from a demand-following type by way of a demand-restraining one toward mobility management. Lecture on the concepts and methods of new transportation measures, such as TDM and MM. Transportation strategies for town planning The advent of automobiles has had a great impact on urban space. Lecture on transportation strategies to choose the appropriate method from the many planning methods related to trade-offs from the perspective of town planning. Sth. Final exam Presentation Presentation Presentation Presentation Presentation Presentation Presentation Presentation Portfolio Other Total Total Portfolio Other Total Total Presentation Portfolio Other Total Total Presentation			11th	Lecture on approaches and methods for creating alternative transportation plans based on the traffic situation assigned to the transportation network using the four-stage estimation method with future land use as a condition. Planning for district transportation In district-level transportation planning for smaller areas, safety and environmental considerations are more important than convenience. Lecture on the approaches and methods for district			alternative transp traffic situation as network using the	portation plans ba ssigned to the tra e four-stage estir	ased on the ansportation mation method
Various environmental problems are occurring as automobiles become more prevalent. Lecture on environmental problems such as air pollution and noise, and the measures to take into account scenery and the declining birthrate and aging population. New transportation measures TDM and MM Transportation planning has shifted from a demand-following type by way of a demand-restraining one toward mobility management. Lecture on the concepts and methods of new transportation measures, such as TDM and MM. Transportation measures, such as TDM and MM. Transportation strategies for town planning The advent of automobiles has had a great impact on urban space. Lecture on transportation strategies to choose the appropriate method from the many planning methods related to trade-offs from the perspective of town planning. 15th Final exam Evaluation Method and Weight (%) Mutual Evaluations between students Behavior Portfolio Other Total		arter	12th				Can explain the approaches and methods for		
Transportation planning has shifted from a demand-following type by way of a demand-restraining one toward mobility management. Lecture on the concepts and methods of new transportation measures, such as TDM and MM. Transportation strategies for town planning The advent of automobiles has had a great impact on urban space. Lecture on transportation strategies to choose the appropriate method from the many planning methods related to trade-offs from the perspective of town planning. 16th Final exam Evaluation Method and Weight (%) Examination Presentation Mutual Evaluations between students Behavior Portfolio Other Total			13th	Various environme automobiles become nvironmental prolesse, and the meascenery and the de	ntal problems ar ne more prevaler blems such as ain asures to take int	e occurring as nt. Lecture on pollution and to account	pollution and nois	se, and the meas and the declining	ures to take into
The advent of automobiles has had a great impact on urban space. Lecture on transportation strategies to choose the appropriate method from the many planning methods related to trade-offs from the perspective of town planning. 16th Final exam Evaluation Method and Weight (%) Examination Presentation Mutual Evaluations between students Behavior Portfolio Other Total			14th	Transportation plar demand-following restraining one tow Lecture on the con	nning has shifted type by way of a vard mobility ma cepts and metho	from a demand- nagement. ds of new			
Evaluation Method and Weight (%) Examination Presentation Mutual Evaluations between students Behavior Portfolio Other Total			15th	The advent of auto on urban space. Le strategies to choos the many planning	emobiles has had ecture on transpo e the appropriate methods related	a great impact ortation e method from I to trade-offs	the appropriate method from the many planning methods related to trade-offs from the		
Examination Presentation Mutual Evaluations between students Behavior Portfolio Other Total									
Examination Presentation Evaluations between students Behavior Portfolio Other Total	Evaluation	Meth	od and V	Veight (%)	NA 1 1				
Subtotal 60 30 0 10 0 0 100		Exa	mination	Presentation	Evaluations between	Behavior	Portfolio	Other	Total
	Subtotal	60		30	0	10	0	0	100

Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	60	30	0	10	0	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

А	.kashi Co	ollege	Year	2021		Course Title	Planning and Design of Urban Streetscape and Towns	
Course :	Informa	tion						
Course Co	ode	0023			Course Categor	y Specializ	ed / Elective	
Class Forr	mat	Lecture			Credits	Academi	c Credit: 2	
Departme	ent	Architec	ture and Civil Eng	gineering	Student Grade			
Term		Second :	Semester		Classes per Wee	ek 2		
Textbook Teaching								
Instructor	-	MIZUSH	IMA Akane					
Course	Objectiv	es						
(1) Under (2) Under	stand the	basic mech interpret t	he regional chara	graphy that compr acteristics of landsc ents and about land	apes. (G)	` ,		
Rubric								
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		terminology of landscapes an	ne definitions and f urban d can fully rch and analysis.	Understand the terminology of ulandscapes and research and ar	ırban can conduct	Do not understand the definitions and terminology of urban landscapes and cannot conduct research and analysis.	
Achievement 2			of plans relate landscape plan	nning and the armonizing urban	Understand the plans related to landscape plann methods for har issues with the	urban ['] iing and the monizing urba	Do not understand the concepts of plans related to urban landscape planning and the methods for harmonizing urban issues with the landscape.	
Achievement 3				h basic of urban landscape fully present the	Can conduct a binvestigation of planning and presults.	urban landscap	Cannot conduct a basic investigation of urban landscape planning and present the results.	
		tment Ob 学習・教育目	ojectives I標 (G) 学習・教育	5目標 (H)				
Teachin	g Metho	d						
Outline		planning interpret will be h	g theory necessar ting urban spaces	y for landscape cre s and integrating pl who was involved	eation. The main lanning and desid	pillar will be the	capes, and study the basic e planning theory which is about d the overall details. This course andscapes in a private think tank,	
Style		followed	by an on-site su	lerstanding of land rvey of the neighb e will be no period	orhood to capture	nrough lectures e the landscape	and discussions, which will be characteristics and consider the	
Notice		guarante	eed in classes and ent reports.	e's content will amount to 90 hours of study in total. These hours include the learning time d in classes and the standard self-study time required for pre-study / review, and completing t reports. who miss 1/3 or more of classes will not be eligible for a passing grade.				
Charact	eristics (Division in Le			<u> </u>	,	
□ Active		<u> </u>	☐ Aided by I		☐ Applicable to	Remote Class	☐ Instructor Professionally Experienced	
Course	Dlan							
Course	r Iall		Theme		Ι,	Goals		
		1st	Orientation	aning of learning a			at urban landscape planning is.	
		2nd	From scenery to Consider the con landscapes that	landscapes scepts surrounding have been cultivate	Scenery and	Understand the scenery and lar	historical background surrounding dscapes.	
3rd			landscapes	I formation of histonservation and formapes.	antion of	Understand planning and design method preserving historical elements and formi surrounding landscapes.		
2nd 3rd Ouarter 4th		Village landscape	es and living landso	capes I to life.	Understand livi	ng landscapes.		
Semeste r 5th		5th	Created images	and urban landscap	pe	Understand the	image of a city.	
		6th	Disasters and ur		ı	Understand reclandscapes.	onstruction planning and	
			Landscapes and Consider a lands	value cape's value that is	- 6	Understand gra	sping landscapes by street d strolling around towns.	
8t		8th	Community and	treet observation, etc.		Consider local o	ommunities and landscapes.	
4th Oth L			Consider the subjects that protect landscapes. andscapes around us Consider the landscape around us.			consider local c	orrandia de la caracapco.	

						Ι			
		10th	Field survey Learn survey landscapes.	1 methods for reviewing	g urban	Can u	nderstand landscape s	urvey methods.	
		11th	Conduct a fie	Field survey 2 Conduct a field survey in groups to identify landscape issues.			Can conduct surveys and identify landscape issues.		
		12th	Conduct a fie	Field survey 3 Conduct a field survey in groups to identify landscape issues.			Can conduct surveys and identify landscape issues.		
		13th	Field survey of Summarize fi			Can as	ssess the identified lan a landscape plan.	dscape issues and	
		14th Field survey Present and considered la		reporting session discuss the survey results and the andscape plan.			Can present a landscape plan that was considered in groups and discuss it in the class.		
		15th	Consider urbane	an landscapes of the for revious classes	uture	Can discuss issues faced by today's urban landscape planning with proposals and opinions.			
		16th	No final exan	n		No final exam			
Evaluati	on Metho	od and \	Weight (%)						
		Report		Field survey	Presentation		Short report	Total	
Subtotal		50		30	10		10	100	
Basic Prof	iciency	ciency 10		0	0		5	15	
Specialize Proficience	ecialized ficiency		30	5		5	70		
Cross Are Proficience		10		0	5		0	15	

Α	kashi Co	ollege	Year	2021		Course Title	History of World City			
Course	Informa	tion								
Course Co	ode	0024			Course Categor	y Specialize	d / Elective			
Class For	mat	Lecture			Credits	Academic	Credit: 2			
Departme	ent	Architect	ture and Civil En	gineering	Student Grade	Adv. 1st				
Term		Second 9	Semester	-	Classes per We	ek 2				
Textbook Teaching		Through	History] ,Bulfing	界史』、講談社現代新 ch 1993またはプリン	f書; Spiro Kostof ルトを配布する。	, [The City Shap	ed: Urban Patterns and Meaning			
Instructor	r	HIGASH:	INO Adriana P.							
Understar (1) Under (2) To acc (3) This le	rstand the quire histo ecture poi	dern urban process of prical and so	urban formation ocial basic knowle olems in urban p	tracing the history since the early mo edge of the city. (H lanning and asks th	dern period. (A))		s living environment and develo			
Rubric										
		<u> </u>	Ideal Level		Standard Level		Unacceptable Level			
Achievem	ent 1			stand the process lation since the period.	To understand urban formation modern period.	n since the early	Do not understand the process of urban formation since the early modern period.			
Achievem	ient 2			nows the history d has basic social		familiar with the ity and has some je.	The student does not know the history of the city and has no social knowledge.			
Achievem	ent 3		the problems	inderstands well of urban planning point of the city's ment.	The student un problems of urb from the viewp living environm	oan planning oint of the city's	The student does not understand urban planning problems from the viewpoint o the city's living environment.			
<u>Assigne</u>	d Depar	tment Ob	ojectives							
学習・教育]]目標 (A) =	学習・教育目	Objectives 育目標 (F) 学習・教育目標 (H)							
Teachin	g Metho	nd	• •	, ,						
What is the city? How and why cities took the shape they did? How and When did cities to the accumulative result of space formation activities in different ages created the urban of surrounds us. In this lecture, we will look at the history of the city from ancient times to discuss what types of urban space existed, how those urban spaces transformed over times originated them.							d the urban environment that ent times to the present. We will			
Style		Lectures	and students presentations							
Notice		and assigned	gnments. The st	udents are required I background on the	d to critically ana	ne required for the lyze their living of	e preparation of presentations environment and perceive the			
Charact	eristics	of Class /	Division in L	earning						
☑ Active		,		☑ Aided by ICT ☑ Applicable t			☐ Instructor Professionally Experienced			
Course	Plan									
			heme							
						Goals				
	1st			ut Research on urb	an history and	Understand the	process of urban formation. cory of the city and acquire basic			
		1st 2nd	introduction abo its issues	rban facilities, and o	oan history and	Understand the To know the his social knowledge Understand the	cory of the city and acquire basic e. process of urban formation. cory of the city and acquire basic			
		150	introduction abo its issues Ancient cities, un Walled cities and	rban facilities, and o	dwellings.	Understand the To know the his social knowledge Understand the To know the his social knowledge Understand the	cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basic			
	3rd	2nd	introduction abo its issues Ancient cities, un Walled cities and The grid: Hippod	rban facilities, and o	dwellings. e cities ern cities	Understand the To know the his social knowledge Understand the To know the his social knowledge Understand the To know the his social knowledge Understand the Understand the	cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice.			
	3rd Quarter	2nd 3rd	introduction abo its issues Ancient cities, u Walled cities and The grid: Hippod Ideal cities: Soci	rban facilities, and of description of the cities damian and Baroqu	dwellings. e cities ern cities	Understand the To know the his social knowledge Understand the Understand the Understand the	cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation. cory of the city and acquire basice. process of urban formation.			
Semeste		2nd 3rd 4th 5th	introduction abouts issues Ancient cities, un Walled cities and The grid: Hippod Ideal cities: Social Urban planning Organic Patterns	rban facilities, and of dicastle cities damian and Baroqui ial reform and model laws and the model	e cities ern cities rn city	Understand the To know the his social knowledge Understand the	cory of the city and acquire basice. process of urban formation.			
2nd Semeste r		2nd 3rd 4th 5th 6th	introduction abouts issues Ancient cities, un Walled cities and The grid: Hippod Ideal cities: Social Urban planning Organic Patterns The City interpretation of the City interpreta	rban facilities, and of castle cities damian and Baroqu ial reform and model laws and the model seted as an organism sidscape and organic	e cities ern cities rn city n c design,	Understand the To know the his social knowledge Understand the Understand the Understand the To know the his social knowledge Understand the	cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation. Cory of the city and acquire basic approcess of urban formation.			
Semeste		2nd 3rd 4th 5th 6th 7th	introduction abouts issues Ancient cities, un Walled cities and The grid: Hippod Ideal cities: Social Urban planning Organic Patterns The City interpretory in	rban facilities, and of castle cities damian and Baroqu ial reform and model laws and the model seted as an organism sidscape and organic	dwellings. e cities ern cities rn city design,	Understand the To know the his social knowledge Understand the	process of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation. cory of the city and acquire basic actions of urban formation.			

10th	Discussion: What is Utopia? After a brief description of the story suggested readings the students w about the perfect society and the ic perfect urban environment	y of the ill discuss deia of a	To know the histo	rocess of urban formation. ory of the city and acquire basic	
11th	The Grand Manner Origins of Baroque style city planni Baroque City planning elements	ng	Understand the process of urban formation. To know the history of the city and acquire basic social knowledge.		
12th	Urbanization process. Division and	d Organization	Understand the process of urban formation. To know the history of the city and acquire basic social knowledge.		
13th	Field work: analysis of the urban sp Uozumi, Akashi and Maiko Each group will perform a field wor the characteristic of the urban spac determined area of the city	pace of k and examine ce of a	To Understand urban planning problems from the viewpoint of the urban living environment.		
14th	Field Work analysis presentation Each group will do a slide presentation field work analises	tion of their	To Understand urban planning problems from the viewpoint of the urban living environment.		
15th	took the shape they did? Discussion between the students al learned and their impressions on the	bout what they ne development	To Understand urban planning problems from the viewpoint of the urban living environment.		
16th	No End term Examns				
Method and '	Weight (%)				
	Presentation	Assignments		Total	
	40	60		100	
ісу	0	0		0	
oficiency	40	60		100	
oficiency	0	0		0	
1	11th 12th 13th 14th 15th	After a brief description of the story suggested readings the students we about the perfect society and the inperfect urban environment The Grand Manner Origins of Baroque style city planning Baroque City planning elements History of Japanese Urbanization Brief review on the History of Japan of the field work groups (working the short term foreign students) Field work: analysis of the urban spudetermined area of the city Field Work analysis presentation Each group will perform a field work the characteristic of the urban space determined area of the city Field Work analysis presentation Each group will do a slide presenta field work analises Discussion: What is the city? How a took the shape they did? Discussion between the students allearned and their impressions on the of cities, focusing on Japanese cities for the city of cities, focusing on Japanese cities focusing on Japanese focusing focu	After a brief description of the story of the suggested readings the students will discuss about the perfect society and the ideia of a perfect urban environment The Grand Manner Origins of Baroque style city planning Baroque City planning elements History of Japanese Urbanization Brief review on the History of Japanese Urbanization process. Division and Organization of the field work groups (working together with short term foreign students) Field work: analysis of the urban space of Uozumi, Akashi and Maiko 13th Each group will perform a field work and examine the characteristic of the urban space of a determined area of the city Field Work analysis presentation 14th Each group will do a slide presentation of their field work analises Discussion: What is the city? How and why cities took the shape they did? 15th Discussion between the students about what they learned and their impressions on the development of cities, focusing on Japanese cities. 16th No End term Examns Method and Weight (%) Presentation Assignments 40 60 orcy 0 oficiency 40 60	After a brief description of the story of the suggested readings the students will discuss about the perfect society and the ideia of a perfect urban environment The Grand Manner Origins of Baroque style city planning Baroque City planning elements History of Japanese Urbanization Brief review on the History of Japanese Urbanization of the field work groups (working together with short term foreign students) Field work: analysis of the urban space of Uozumi, Akashi and Maiko 13th Each group will perform a field work and examine the characteristic of the urban space of a determined area of the city Field Work analysis presentation Each group will do a slide presentation of their field work analises Discussion: What is the city? How and why cities took the shape they did? 15th Discussion between the students about what they learned and their impressions on the development of cities, focusing on Japanese cities. Method and Weight (%) Presentation Assignments 40 60 force of the advance of the order of the presentation of the order of the order of the control of the order	

А	kashi Co	ollege	Year	2021		Course Title	Practice of Regional Planning I		
Course	Informa	tion							
Course Co	ode	0025			Course Category	/ Specializ	ed / Elective		
Class For		Seminar			Credits	School C	Credit: 2		
Departme	ent		re and Civil Eng	ineering	Student Grade	Adv. 1st			
Term		Second Se	emester		Classes per Wee	ek 4			
Textbook Teaching									
Instructor	_	OTSUKA T	akehiko						
Course	Objectiv	es							
1) Unders 2) Can co 3) Can co manner.	stand the i ome up wit omplete the	ntention beh h multiple ide e requested o	ind the competi eas, review then details by the du	tion's set tasks, ar m, and be able to ue date, and comn	nd accurately und finally put them t nunicate about th	erstand its bac ogether in one e submission t	kground and purpose, etc. idea. o people in an easy-to-understand		
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		Accurately und intention behir competition's	nd the	Roughly underst intention behind competition's se	the	Do not understand the intention behind the competition's set task.		
Achievem	ent 2		Can come up videas, review to put them toge	with multiple hem, and finally ther in one idea.	Can come up wi summarize it.	th one idea an	Cannot come up with any ideas, nor come up with and review multiple ones and finally put them together in one idea.		
Achievem	ent 3		Can accurately the contents o to people.	communicate f the submission	Can communica of the submission		Cannot communicate the contents of the submission to people.		
Assigne	d Depar	tment Obj	ectives						
学習・教育	育目標 (E) 🗄	学習・教育目標	₹ (F)						
Teachin	g Metho								
Outline		The aim o	f this course is t k for the KOSEN	to make use of wh I Design Competit	at students have ion .	learned in the	specialized subjects and to work		
Style		All studen	ts taking the co		task details, and	then create pro	pposals individually or in groups.		
Notice							gn Competition and submit the gible for a passing grade.		
Charact	eristics o		Division in Learning						
☐ Active			☐ Aided by ICT ☐ Applicable to Remote Class ☐ Instructor Profession						
_									
Course	Plan	T T							
			heme		(Goals			
			rientation ask description	and making group	os l	Understand the course content.			
		2nd T	ask analysis			Can analyze the ts intent.	e task and properly understand the		
		3rd G	athering materi	als related to the	task (Can gather the relevant materials.			
	3rd	4th G	athering materi	als related to the	task (Can gather the	relevant materials.		
	Quarter	5th A	pproach decisio	ns	(Can decide an a	approach for the task.		
		6th C	oncepts and ide	a creation	(Can create con	cepts and ideas.		
		7th C	oncepts and ide	a creation	(Can create con	cepts and ideas.		
		8th Ir	nterim presenta resent ideas	tion:	li li	n an easy-to-u	ate one's own thoughts to people nderstand manner and can r questions, etc.		
2nd Semeste		9th (5	Structure) Desig Spatial and Envi	n and production ronmental) Drawii	(Can create a dr	rawing that meets the or the final submission.		
'		10th \{ \}	Structure) Designatial and Envi	n and production ronmental) Drawi	ng creation	Can create a dr specifications fo	rawing that meets the or the final submission.		
		11th (§	Structure) Designatial and Envi	n and production ronmental) Drawi		•	rawing that meets the or the final submission.		
	4th	12th (5	Structure) Designatial and Envi	n and production ronmental) Drawi			rawing that meets the or the final submission.		
	Quarter	12th (S	Structure) Desig	n and production ronmental) Drawi		Can create a dr	rawing that meets the or the final submission.		
		14th R	eview sessions		(i	Can communica n an easy-to-u	ate one's own thoughts to people nderstand manner and can r questions, etc.		
		15th B	rushing up		(Can create a dr	rawing that meets the or the final submission.		
		16th N	o final exam						
Evaluati									

	Final deliverables	Presentation	Report	Total
Subtotal	80	10	10	100
Basic Proficiency	10	0	5	15
Specialized Proficiency	40	0	5	45
Cross Area Proficiency	30	10	0	40

Outline Duildings and civil engineering structures, and will provide classengineering and disaster prevention engineering. It will teach the basics of seismic engineering and disaster prevention style by a teacher who was responsible for the structural design company, using their experience. The first nine weeks of classes will be mainly in a lecture style be working on exercises on disaster prevention measures for company work. In the final two weeks, students will introduce the subject of the structural design (RC and S constructions). They must also have advance and made every effort to understand the content. Students eligible for a passing grade. Characteristics of Class / Division in Learning		ourse Title	Applied Structural Engineering in Architecture							
Course Code 0026					-		-			
						Course Catego	ry !	Specialize	ed / Elective	
Class Forr	mat	Lecture							: Credit: 2	
Departme	ent	Architec	ture and C	Civil Eng	ineering	Student Grade	,	Adv. 1st		
		Second	Semester			Classes per We		2		
							•			
Instructor	r	NAKAGA	AWA Hajim	ne						
Course	Objectiv	es								
òbjective (2) Fully ι (2) Can g	[H]) understand ive one's o	I the basic	•	, ,			•		, 3	
Rubric									.	
			Ideal L	.evel		Standard Level			Unacceptable Level	
Achievem	ent 1		earthqu	earthquake and disaster ear			d disaste	er	Do not fully understand the basics of earthquake and disaster prevention engineering.	
Achievem	ent 2							of	Do not fully understand the basics of seismic engineering.	
Achievem	ent 3							ents	Cannot work on assignments through group work.	
Assigne	d Depart	ment Ol	bjectives	5						
学習・教育	到標 (F) 学	営・教育目	目標 (H)							
Teachin	g Metho	d								
Outline		building enginee It will te style by	s and civil ring and d each the ba a teacher	the basics of seismic engineering and disaster prevention engineering in a lecture and exercise acher who was responsible for the structural design and vibration analysis of buildings at a sing their experience.						
Style		be work	ing on exe	ercises o	on disaster preven	tion measures fo	or civil e	ngineerin	g and building structures using	
Notice		guarant assignm structur advance	eed in clas ent report al design (e and made	sses and ts. Stude (RC and e every	I the standard self ents must have fu S constructions). effort to understa	-study time requestily learned the second th	uired for ubjects have ca	pre-stud involved refully re	ly / review, and completing in structural mechanics and ad the handouts distributed in	
Charact	eristics o	of Class /	Divisior	n in Le	earning					
☐ Active	Learning	,	□ Aide	ed by IC	CT S	☐ Applicable t	o Remo	te Class	☐ Instructor Professionally Experienced	
Course	Plan									
			Theme				Goals			
		1st	Class plar	ns and g	juidance		Unde	rstand w	hat to study in this course.	
		2nd	Great Har Japan Ear	nshin Ea rthquak	situation at the ti arthquake and the e as examples, an revention measure	Great East d lecture on	measur	res in eac	ture disaster prevention h field by learning about the two kes of the Heisei era.	
2nd		3rd	support (o to use an Explain, d understar and how	cardiopu AED) demonst nding of to use a	nctical skill training ulmonary resuscita crate, and develop cardiopulmonary an AED, which are saster or traffic ac	ation and how a deep resuscitation both aids in		form care	e need for basic life support and diopulmonary resuscitation and	
Semeste Quarter r		4th	(1) Explain the earthquake character Earthquake	ne mech ke grour istics, a ke as a s lamage	ke events in Japan lanism of earthquand motion classific notion classific use the Great I subject to lecture and disaster preve	akes, ation, and its Hanshin on human and	and ear	rthquake tion, und	nd the mechanism of earthquakes ground motion characteristics. erstand the human and structural by the Great Hanshin Earthquake.	
5		5th	(2) Explain th	ne earth 0 years,	ke events in Japan quakes that have , and lecture on fu ures.	occurred within	Fully ur ground 20 year	motions	I the distinctive earthquake that have occurred within the last	

		6th	Recent earthquake (3) Explain the earthq	uakes that have	occurred within			arthquake ed within the last	
			the last 20 years, prevention measu		ture disaster	20 years.			
		7th	Exercise Conduct exercises weeks 2 to 6.	on the content le	earned in	Fully understand learned in weeks		es the content	
		8th	Seismic engineerir Lecture on the bas science.	ng (1) sics of architectur	ral vibrational	Understand the overview of natural period and equations of motion for one- and multi-particle systems, and can find natural periods.			
	9th 10th 11th 4th Quarter		Seismic engineerir Lecture on the diff isolation, and cont	erènces in seism	ic resistance,	Can explain the concepts of and differences in seismic resistance, isolation, and control structures.			
			Pre- and post-disa disasters (1) Carry out group w given theme, and prevention measu	ork in accordanc consider pre- and	e with the	Can generate ide for pre- and post			
			Pre- and post-disa disasters (2) Carry out group w given theme, and prevention measu	ork in accordance consider pre- and	e with the	Can generate ideas from each area of expertise for pre- and post-disaster preventions.			
			Pre- and post-disa disasters (3) Carry out group w given theme, and prevention measu	ork in accordanc consider pre- and	e with the	Can generate ide for pre- and post			
		13th	Pre- and post-disa disasters (4) Assignment prese	•	J	Present and discuby each group.	uss the assignme	ents conducted	
		14th	Student research i Introduce the rese		ts are doing.	Can freely discuss the presentations among teachers and students. Learn about other students' research regardless of whether they are from the Architecture or Civil Engineering department, and be able to apply it to one's own research. Can freely discuss the presentation. Learn about other students' research regardless of whether they are from the Architecture or Civil Engineering department, and be able to apply it to one's own research.			
		15th	Student research i Introduce the rese		ts are doing.				
		16th	Final exam						
Evaluation			Weight (%)	1			1		
6 1 1 1		xamination	Presentation	Status	Behavior	Portfolio	Other	Total	
Subtotal Basic	5		35	15	0	0	0	100	
Proficiency	, 0		0	0	0	0	0	0	
Specialized Proficiency	^d , 5	0	35	15	0	0	0	100	
Cross Area Proficiency	ea o		0	0	0	0	0	0	

Α	Akashi College Course Information Course Code 0029			٢	2021			ourse Title	Japanese Language and Communication	
Course :	Informat	tion								
Course Co	ode	0029				Course Categor	γ	General /	Elective	
Class Forr	mat	Lecture				Credits		Academic	Credit: 2	
Departme	nt	Architect	ure and Civil	Engi	neering	Student Grade		Adv. 2nd		
Term		First Sen	nester			Classes per We	ek	2		
Textbook Teaching	and/or Materials	石黒圭『。	よくわかる文章	表現	の技術 [新版] Ι、	Ⅱ』(明治書院))、適	直日本語に	関する資料を配布する。	
Instructor		KURODA	Hidenori							
Course	Objectiv	es								
性を養うこ (2)日本語 (3)文章表	こと の文章を批 現における	判的に検討 様々な規則 ⁴	」、それについ ⇒文法事項を正	\て意 E確に	見を述べることで記 理解し、実践的なな	論理的な思考力と な章表現力を養う	表現力を		巻く日本語環境を敏感に観察する感 らの文章表現力を向上させること	
	学習・教育	·目標(E)に、	(2) (3)	が主	に学習・教育目標	(A)に関係する。)			
Rubric			ı			i				
			理想的な到			標準的な到達レク	ベルの目]安	未到達レベルの目安	
評価項目1				分にす	詩徴と文法・語彙 里解しており、自 は語環境を知的関 することができる	日本語の表現の特の歴史をおおむれ取り巻く日本語をとができる	2理解し	、 自らを	日本語の表現の特徴と文法・語彙の歴史への理解が不十分であり、 自らを取り巻く日本語環境に対し て関心が薄い	
評価項目2	华価項目2			自分の	思考力と表現力を D思いを十分に文 ることができる	論理的な思考力でけ、自分の思いですることができる	を文章と		論理的な思考力と表現力が未熟であり、自分の思いを文章として表現することができない	
平価項目3 Assigned Department Obj			法事項を正	確に取践的な	3様々な規則や文 里解し、状況にふ 3文章表現を行う	文章表現における様々な規則や文法専項をある程度研解し、実践的			文章表現における様々な規則や文 法事項の理解が不十分であり、実 践的な文章表現を行うことができ ない	
Assiane	d Depart	ment Ob	jectives							
学習・教育	計目標 (A) ≒	学習・教育目	 標 (E)							
Teachin	g Metho	 d	• ,							
Outline		現代社会なり、自身	りの養成を目指	いるさ 日本語 旨す。	まざまな文章表現や表現に敏感になるでまた、論理的で分が	や文書の形式につ こと、そして、日: かりやすい文章を	いて、 : 本語に 書くたる	テキストの! 関する基礎! めの実践を!	文例を批判し課題を検討することに 的な事項の確認と豊かで正しい日本 豊富に行い、より充実した研究論文	
Style		毎回担当 ト課題を 連絡員:	果す。	ストの	課題の発表とそれに	こもとづく講師及	び出席	者との質疑	応答を行う。また、ほぼ毎回レポー	
Notice		90時間に 答を行う。	授業で保証する学習時間と、予習・復習及び課題レポート作成に必要な標準的な自己学習時間の総計が、 目当する学習内容である。履修者全員にテキストの課題の発表を課す。発表時には講師及び出席者との質疑応 また、ほぼ毎回レポート課題を課す。 ほとしない欠席条件(割合) 1/3以上の欠課						標準的な自己学習時間の総計が、 表時には講師及び出席者との質疑応	
Charact	eristics o	•	Division in							
		<u> </u>				[] Al:	to Rometo Class Instructor Professionally			
□ Active	Learning		☐ Aided b	by IC	I	☑ Applicable to	o Remo	ote Class	Experienced	
Course	Plan									
			Theme				Goals			
			授業の概要・ 文章表現の技術			圭『よくわかる			業の進行について理解する。また、 のテーマを理解することができる	
		2nd	表現の技術「第	沂版])文法」(石黒圭『。 I 』) 靖者の発表と質疑応領	•	ールポ	イントの選	テーマを理解し、必要な技術(アピ 健定、適切な表現など)を中心とした プレゼンテーションすることができ	
		3rd	技術[新版]]	I 』)	ミ(石黒圭『よくわか 情者の発表と質疑応領		術(ア	'ピールポイ たレジメを	言葉」のテーマを理解し、必要な技ントの選定、適切な表現など)を中 合作成し、プレゼンテーションするこ	
1st Semeste	st 1 _{1ct} 4th		[新版] I』)		i黒圭『よくわかる? 靖者の発表と質疑応?		(アピ	ールポイン レジメを作	」のテーマを理解し、必要な技術 トの選定、適切な表現など)を中心 成し、プレゼンテーションすること	
5th		事実と意見の書き分け(石黒圭『よく차の技術[新版] I』) 課題についての受講者の発表と質疑応答				技術(中心と	アビールボ	き分け」のテーマを理解し、必要なイントの選定、適切な表現など)をを作成し、プレゼンテーションする		
		6th	[新版] I 』)		「黒圭『よくわかる」 「大きなないない。」 「大きなないない。」 「大きなないない。」 「大きなないない。」 「大きなないないないない。」 「大きなないないないないないない。」 「大きなないないないないないないないないないないないないないないないないないないな		 「接続 (アピ	詞の使い方 ールポイン レジメを作	」のテーマを理解し、必要な技術 トの選定、適切な表現など)を中心 応し、プレゼンテーションすること	
6th 7th			論説文1 課題について <i>0</i>	の受講	着者の発表と質疑応答		論説文 必要な ど)を	の構造につ 技術 (アピ	いて理解することができる。 ニールポイントの選定、適切な表現な ニレジメを作成し、プレゼンテーショ きる	

		8th	論説文2 課題についての受講	構者の発表と質疑応	答	論説文の構造につい 必要な技術(アピー ど)を中心としたし ンすることができる	-ルポイントの選り レジメを作成し、	定、適切な表現な		
		9th	冒頭と結末の呼応 術[新版] II 』) 課題についての受講			「冒頭と結末の呼応」のテーマを理解し、必要な技術 (アピールポイントの選定、適切な表現など)を中心 としたレジメを作成し、プレゼンテーションすること ができる				
		10th	読者への配慮(石黒 [新版] II』) 課題についての受講			「読者への配慮」のテーマを理解し、必要な技術(アピールポイントの選定、適切な表現など)を中心としたレジメを作成し、プレゼンテーションすることができる				
		11th	手際のよい説明(石 [新版] II 』) 課題についての受講			「手際のよい説明」 (アピールポイン としたレジメを作り ができる	のテーマを理解 トの選定、適切な表 成し、プレゼンテ-	表現など)を中心		
	2nd Quarter	12th	問題提起文の力(石 [新版] II』) 課題についての受講			「問題的文の力」の ピールポイントの たレジメを作成し、 きる	のテーマを理解し、 選定、適切な表現が プレゼンテーシ:	必要な技術(ア など)を中心とし ョンすることがで		
		13th	譲歩による説得(石 [新版] II 』) 課題についての受講			「譲歩による説得」 (アピールポイン としたレジメを作り ができる	のテーマを理解 トの選定、適切な表 成し、プレゼンテ-	表現など)を中心		
		14th	要約の方法(石黒圭版] II () () () () () () () () () (「要約の方法」のラールポイントの選別レジメを作成し、こ	テーマを理解し、, 定、適切な表現な, プレゼンテーション	必要な技術(アピ ど)を中心とした ンすることができ		
		15th	手紙の書き方課題についての受講	構者の発表と質疑 応	答	手紙の書き方を理例 (アピールポイン としたレジメを作成ができる	トの選定、適切な	表現など)を中心		
		16th	期末試験							
Evaluati			Weight (%)			1	1			
	試		発表	相互評価	態度	ポートフォリオ	その他	Total		
Subtotal	50	-	50	0	0	0	0	100		
基礎的能力		J	50	0	0	0	0	100		
専門的能力			0	0	0	0	0	0		
分野横断的	1能力 0		0	0	0	0	0	0		

А	kashi Co	llege	Year	2021		Cou Tit		Cross-Cultural Understanding
Course	Informat	tion						
Course Co	ode	0030			Course Categor	γ Ge	eneral /	Elective
Class Forr		Seminar			Credits		chool Cr	redit: 2
Departme	ent		ure and Civil Engi	neering	Student Grade		dv. 2nd	
Term	1 /	Year-rou			Classes per We			Duration for the TOTIC Lintuities
Textbook Teaching		and Read	ing Test (Eihosha	ulture & Commun a)	lication (Shonak	usna), Po	wer-up	Practice for the TOEIC Listening
Instructor	-		A Yasutaka,HERB					
Course	Objective	es						
課題(e-lea 授業では、	irningを含む 積極的に発	S)を傩実に 言および討詞	可上(学習教育目標E 教育目標B) 貴を身につける(学語 行い、期限までに 論する姿勢が要求さ に課題や発表ができ	元成させること。	を認めない。			
Rubric								
			理想的な到達レ	ベルの目安	標準的な到達レ	ベルの目安	!	未到達レベルの目安
評価項目1			く練習を通して	み取り、英文を書 英文読解力や作文 ちに必要な語彙力 ことができる。	英語の内容を読えく練習を通して見力をつけるととをつけることが	英文読解力 ちに必要な	や作文	英語の内容を読み取り、英文を書く練習を通して英文読解力や作文 力をつけるとともに必要な語彙力 をつけることができない。
評価項目2			異文化について- つけ理解を十分(る。	十分な知識を身に こ深めことができ	異文化について知		つけ理	異文化について知識を身につけ理 解を深めることができない。
評価項目3			異文化についての 文化の違いについ うまく表現する。	ハて自分の意見を	異文化についての 文化の違いについ 表現することが	ハて自分の		異文化についての知識をもとに、 文化の違いについて自分の意見を 表現することができない。
Assigned Department Ob			jectives					
学習・教育	舒目標 (A) 🕏	学習・教育目	票 (B) 学習・教育	目標 (E)				
Teachin	g Metho	d						
Outline		ションを。 する姿勢が 深めながら するかにし	くりスムーズに行う が要求される。授業 ら、英語の運用能力 いても学ぶ。適宜、	ためには、英語の道では、今日の多言語では、今日の多言語では、今日の多言語であることを目的 実際の異文化交流を	重用能力だけでな語・多文化主義を ・多文化主義を いとする。また、 を行う。	く、様々な 踏まえた野 リーダーシ	文化の 文化間 シップに	ある。また、異文化間コミュニケー 規範や価値観を知り、それらを理解 コミュニケーションについて理解を ついて、どのように身につけ、発揮
Style		【 てリスニン	∪で、その内容の理解を確認する演習問題を解く。読解した内容について、英語で考えを発表する。CDを用 ∨グカをつける。既習事項を参考に英作文の練習をする。適宜、課題を課す。					
Notice		される。	_	確実に行い、期限ま -(割合) 1/4以上の		授業で(ま、積極	的に発言および討論する姿勢が要求
Charact	eristics o	of Class /	Division in Le	arning				
□ Active	Learning		☐ Aided by IC	Т	☑ Applicable to	o Remote	Class	☐ Instructor Professionally Experienced
Cauraa	Dlan							
Course	Pian		heme			Cools		
		F		Finding a Job (1)		Goals 本質主義について学び、文化および文化間の相互関係		
		150	受業の概要説明、T	he Essentialist Vie	ew of Culture	についても	里解を深	める。
		2110	Characteristics of	Finding a Job (2) Japanese People	(4)	日本人の特	寺徴にて	いて理解を深める。
				(1) Dining Out (list View of Cultur		非本質主義	養の概要	を学ぶ。
	1st Quarter	401	he Cultures in O			共存するこ	こつの文	化について理解を深める。
	Quarter			Business Meeting (ire culture?		「社会化」	につい	て理解を深める。
1st Semeste		ווייי	Different Ways of					の社会化について理解を深める。
				1) Travel (1-1) n sources of your	identity?	人や社会に方を理解す		存在である」という非本質主義の見
		OUI	Cultural Identity (Small Cultures		. (4. 4)	スモールス	カルチャ	一について理解を深める。学ぶ。
		901	Social Change	(1) Entertainmen		文化の混る	交を理解	さる。
	2nd			(2) Entertainmen sonal events do yo	ou celebrate?	ハローウ	ィーンに	こついて学習する。
	Quarter	1101	Stereotypes (1) T Why do we stereo	otype?		固定観念及	及びその	種類について学ぶ。
		12th	Stereotypes (2) The Nature of Ste	ne Omce (2) reotyping		ステレオタ	タイプを	持つことの本質について学ぶ。

		13th	Representation (1) Culture is a set of group.) Shopping (1) beliefs and pract	ices shared in a	文化表象について	学ぶ。		
		14th	Representation (2) Representation in) Shopping (2) the Media		メディア表象につい	いて学ぶ。		
			まとめ Review and 前期のまとめ	Further Practice	(1)	前期で学習したこ	とを復習しまとめ	る。	
		16th	期末試験			これまでの学習で表現することができ	 理解したことをき きる。	ちんと成果として	
			Time and Culture (Analyse cultural vi			文化同士の時間認識の相違を学ぶ。			
			Time and Culture (Business time	(2) Entertainmer	nt (2-2)	ビジネスタイムに	ついて学ぶ。		
		3rd	Discourse (1) Sale The word discours	s and Marketing e has many mea	(1) Ining in English.	「言説」と文化に	ついて学ぶ。		
		4th	Discourse (2) Sale History of Madness	s and Marketing	(2)	狂気の歴史につい	て学ぶ。		
	3rd Quarter	5th	Collectivism and Ir (1) Proverbs	ndividualism (1)	Technical Areas	 「集団主義と個人 <u>:</u> 	主義」について学	٠٠٠. نت:	
		6th	Collectivism and Ir (2) Collectivism and Ir	, , ,		職場での集団主義	と個人主義につい	て学ぶ。	
		7th	Masculine and Fen In a masculine cul important value.	ninine Culture (1 ture success is th) Health (1) ne most	男性文化と女性文化について学ぶ。			
		8th	Masculine and Fen What roles are me in your society?	ninine Culture (2 en and women ex) Health (2) spected to play	主夫について学ぶ。	•		
2nd Semeste r		9th	(1)	ńe example of a high-context form of art is aiku.			文化とローコンテ	ラクスト文化につい	
		10th	High-context and I Finance (2) Saying No	Low-context Cult	cure (2)	「ノー」と言うこ	とについて学ぶ。		
		11th	Power-distance (1 There are cultures hierarchy and thos social structure.	that prefer a str	rict social nore flexible	 上下関係が言語や行動にどのように表れるかを学ぶ。 			
	4th Quarter	12th	Power-distance (2 An Exchange Stud) Travel (2-2) ent's Experience	in Japan	ある留学生の日本での体験を学ぶ。			
		13th	Globalization and (Development (1) Imagine what life		()	グローバル化がもだ への影響を学ぶ。	たらす文化や文化	アイデンティティ	
		14th	Globalization and (Development (2) Cultural Supermar	Cultural Identity		文化のスーパーマー	ーケットについて	学ぶ。	
			ェとめ Review and 後期のまとめ	Further Practice	(2)	後期で学習したことを復習しまとめる。			
		16th	期末試験			これまでの学習できま現することができ	 理解したことをき きる。	ちんと成果として	
Evaluati	ion Meth	nod and V	Veight (%)						
_ : :::::::::::::::::::::::::::::::::::	試測		発表	相互評価	態度	ポートフォリオ	課題・発表	Total	
Subtotal	60		0	0	0	0	40	100	
基礎的能力			0	0	0	40	100		
専門的能力			0	0	0	0	0	0	
分野横断的			0	0	0	0	0	0	
/ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	סן כיסנוי			1~	1~		1~		

А	kashi Co	ollege	Y	ear	2021			Course Title	Environmental Science	
Course	Informa	tion								
Course Co	ode	0041				Course Catego	ry	General	/ Elective	
Class Forr	mat	Lecture				Credits		Academi	c Credit: 2	
Departme	ent	Architec	ture and C	ivil Eng	ineering	Student Grade		Adv. 2nd	1	
Term		First Sei	mester			Classes per We	eek	2		
Textbook Teaching										
Instructor	-	WATAN	ABE Moriyo	oshi,HIF	RAISHI Toshihiro					
Course	Objectiv	es								
to examin perspectiv (2) Exami the ability	ie and exp /e. ine the rela	lain the rel ationship b	n of the global environment and the belationships between life, the natural between the environment and people tions are needed as engineers and me			environment, a e, think about pi	nd en oblem	vironmenta ns with env		
Rubric										
			Ideal L	evel		Standard Level			Unacceptable Level	
Achievem	Achievement 1 Assigned Department Ob			environi nowledgem, an olain the n life, to ment, a nmental	e formation of the ment and the ge of the natural d can examine e relationships he natural and issues from a erspective.	Understand the formation of the global environment and the basic knowledge of the natural ecosystem, and can explain the relationships between life, the natural environment, and environmental issues.			environment and the basic	
Assiane	d Depar	tment Ol	biectives							
学習・教育目標 (A) 学習・教育目標 (C) 学習・教育目標 (D)										
	. 再日伝 (A) 子首・教育日伝 (C) 子首・教育日伝 (D) ng Method									
Outline		(1) Lect them. (8 (2) Lect by Hirai	8 weeks ta ares on en shi)	ught by vironm	Watabe) ental issues from l	nistory, materia	cycle	s, and reg	stems, and methods for preserving ional disparities. (7 weeks taught	
Style		The cou taking the understa	rse is oper he course, and the co	to studen studen ntent, a	ts should carefully and summarize the	partment. Class read through the main points an	es will ne mai id que	l be taught terials dist stions.	t as simply as possible. Before ributed in advance to fully	
Notice		guarant assignm The leve score fo	eed in clas ent report els of achie	ses and s. vement ill be 60	l the standard self t will be evaluated	-study time requestions -study time requesting -study time requesting -study -s	uired f ibers i	or pre-stunt n the follo	s include the learning time dy / review, and completing wing methods. The minimum evaluation will be "1" for Hiraishi	
Charact	eristics o		/ Divisior		arning					
□ Active		<u> </u>		ed by IC		☐ Applicable to Remote Class ☐ Instructor Experienced			☐ Instructor Professionally Experienced	
Course	Dlan									
Course	1 1011		Theme				Goals			
		1st	The forma	ation of pollutio	the global environ on (Watabe)	ment and the	Goals Can explain the process in which the current global environment was formed, and the relationship between pollution and health that hoccurred in the past.			
		2nd	Global en	vironme	ental issues (Watal	oe)		s and the	current state of environmental measures to be taken on a global	
		3rd	Ecosysten	n basics	s (Watabe)				concept of ecosystems, and about populations.	
	1st	4th	Ecosysten cycles (W		ures, energy flow,	and material	and r	naterial cy		
1st Semeste r	Quarter	5th	Various e	cosyste	ms (Watabe)		states	explain the s of forest, stems.	functions, roles and present urban, and agricultural	
	r		Ecosysten	n conse	rvation techniques	(Watabe)	resto	ration, and onment in	hnical classification (conservation, d creation) to protect the cluding ecosystems using concrete	
		7th	Summary				from	weeks 1 to	-	
		8th	Biodiversi	ty and t	the biodiversity cri	sis (Watabe)	curre	nt state ar	ation of the exam. Can explain the nd crisis of biodiversity.	
	2nd Quarter	9th	Report as Environm	signme ental iss	nt briefing sues and history		issue: Learr	Set up and implement solutions to environme issues in one's life. Learn about the causes and history of modern environmental issues.		

	10th	Li	fe and society in	the Edo period		Learn about life a environmental is	and society before	e today's	
	11th		atch the "An Inco	onvenient Truth"	and think	Learn about climate change issues.			
	12th		Natch the "An Inconvenient Truth" and think about it.			Learn about climate change issues and recognize the challenges.			
	13th	" <i>A</i>	Ancient Futures: L	earning from La	dakh"	Think about the time gap in the problems due to geographic inequalities.			
	14th "		"Ancient Futures: Learning from Ladakh"			Think about the t geographic inequ	time gap in the p ialities.	roblems due to	
	15th Re		Return and amend report assignments			Add opinions to the faculty's comments sent via Teams about the assignment in week 9.			
	16th	Α	bout SDGs			Understand SDGs	S.		
Evaluation	Method an	d We	eight (%)						
	Examinati atanabe)	on(W	Exercise(Watan abe)	Report(Hiraishi)	Behavior	Portfolio	Other	Total	
Subtotal	30		20	50	0	0	0	100	
Basic Proficiency	0		0	0	0	0	0	0	
Specialized Proficiency			20	50	0	0	0	100	
Cross Area Proficiency	0		0	0	0	0	0	0	

Α	kashi Co	ollege	Year	2021		Course Title	Research Studies			
Course 1	Informa	tion								
Course Co	ode	0029			Course Category	Specialize	ed / Compulsory			
Class Forr	mat	Seminar			Credits	School Ci	redit: 8			
Departme	ent	Architect	ure and Civil Eng	jineering	Student Grade					
Term		Year-rour	<u>_</u> nd		Classes per Wee	k 8				
Textbook Teaching					·					
Instructor										
perspectiv (2) Can er (3) Can w (4) Can in	ntegrate a ve toward ngage in l vrite techn	nd deepen e solving probe earning and ical docume	olems. research indepe nts in English by	amine it theoretica ndently and contin creating an Englis e at the research i	nuously. Sh abstract of the	annual researc	nd creatively from a wide			
Rubric					1		1			
Achievement 1			Ideal Level Can integrate expertise, and apply it theore systematically creatively from perspective to problems.	examine and etically, , practically, and n a wide	Can integrate an expertise, and extheoretically, sys practically, and ca wide perspective solving problems	kamine it stematically, creatively from ve toward	Unacceptable Level Cannot integrate and deepen expertise, and examine it theoretically, systematically, practically, and creatively from a wide perspective toward solving problems			
Achievement 2			Can actively en and research i continuously.	ngage in learning ndependently and	Can engage in le research indeper continuously.	earning and ndently and	Cannot engage in learning and research independently and continuously.			
Achievement 3			in English and international c	onferences by glish abstract of	Can write technic in English by cre abstract of the a report.	ating an Englis	Cannot write technical documents in English by creating an English abstract of the annual research report.			
			Can improve a presentation s at the review p	kills by áivina one	Can improve presentation skills by giving one at the review presentation.		Cannot improve presentation skills by giving one at the review presentation.			
Assigne	d Depar	tment Ob	jectives							
学習・教育	計標 (D):	学習・教育目	標 (E) 学習・教育	「目標 (G)						
Teachin	g Metho	od								
Outline		that the s	students have lea also learn practi s, do not have ar	this course is to develop practical skills for problem solving by integrating engineering kno dents have learned so far and applying it to individual research assignments of their own so learn practical techniques for engineering research. Research subjects, unlike exercise to not have answers from the beginning. Learn the fun of studying unknown areas while referor.						
Style		Students	will be assigned	to each laboratory	and receive rese	arch guidance	from the supervisors.			
Notice		guarantee assignme knowledg voluntaril	ed in classes and int reports. Stud Je they have gair v and based on :	I the standard self- ents should procee ned from previous	-study time required with research vertically study. Specifically much as possible.	red for pre-stud oluntarily and v. each researc	s include the learning time ly / review, and completing proactively based on their n process should be carried out issues given and think about			
	eristics			•						
Characteristics of Class / Active Learning										
	Learning		☐ Aided by IO	CT CT	☐ Applicable to	Remote Class	☐ Instructor Professionally Experienced			
□ Active			☐ Aided by IO	СТ	☐ Applicable to	Remote Class				
□ Active			,	СТ						
□ Active			□ Aided by IO		G	Goals				
☐ Active		1st I	Гһете		G C ir	Goals Carry out separa	Experienced			
☐ Active		1st I 2nd S	Theme		G C ir	Goals Carry out separa nstruction.	Experienced			
☐ Active	Plan Ist	1st I 2nd S 3rd S	Theme Individual resear Same as above		C C ir S S	Goals Carry out separa struction. Game as above	Experienced			
☐ Active	Plan	1st I 2nd S 3rd S 4th S	Theme Individual researe Same as above Same as above		G C ir S S	Goals Carry out separa Instruction. Game as above Game as above	Experienced			
☐ Active	Plan Ist	1st I 2nd 9 3rd 9 4th 9 5th 9	Theme Individual researd Same as above Same as above Same as above		G C ir S S S	Goals Carry out separanticution. Game as above same as above same as above same as above	Experienced			
Course	Plan Ist	1st I 2nd 9 3rd 9 4th 9 5th 9	Theme Individual researd Same as above Same as above Same as above Same as above		C C ir S S S S	Goals Carry out separalstruction. Came as above same as above same as above same as above same as above	Experienced			
Course	Plan Ist	1st I 2nd S 3rd S 4th S 5th S 6th S 7th S	Theme Individual researe Same as above		C C ir S S S S S	Goals Carry out separates a sabove same as above	Experienced			
Course	Plan Ist	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9	Theme Individual research Same as above		C C C C C C C C C C	Goals Carry out separates as above same as above	Experienced			
Course	Plan Ist	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9	Theme Individual research Same as above		C C C C C C C C C C	Goals Carry out separates as above to the same as a	Experienced			
Course	Plan Ist	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9 10th 9	Theme Same as above		G C C C C C C C C C	Goals Carry out separates and as above same as above	Experienced			
Course	Plan 1st Quarter	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9 10th 9	Theme Individual researe Same as above		G C C C C C C C C C	Goals Carry out separate struction. Game as above same as above	Experienced			
	Plan 1st Quarter	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9 10th 9 11th 9	Theme Same as above Same as above		G C C C C C C C C C	Goals Carry out separate as above same as above	Experienced			
Course	Plan 1st Quarter	1st I 2nd 9 3rd 9 4th 9 5th 9 6th 9 7th 9 8th 9 10th 9 11th 9 12th 9	Theme Individual researe Same as above		C C C C C C C C C C	Goals Carry out separate struction. Game as above same as above	Experienced			

		16th	No final exar	n						
		1st	Same as abo	ve		Same	as above			
		2nd	Same as abo	ve		Same	as above			
		3rd	Same as abo	ve		Same	as above			
	3rd	4th	Same as abo	ve		Same	as above			
	Quarter	5th	Same as abo	ve		Same	as above			
		6th	Same as abo	ve		Same	as above			
		7th	Same as abo	ve		Same	as above			
2nd		8th	Same as abo	ve		Same	as above			
Semeste		9th	Same as abo	ve		Same	as above			
		10th	Same as abo	ve		Same	Same as above			
		11th	Same as abo	ve		Same	as above			
	4th	12th	Same as abo	ve		Same	as above			
	Quarter	13th	Same as abo	ve		Same	as above			
		14th	Same as abo	ve		Same	as above			
		15th	Review prese	entation	Can p quest		an present one's research results and answer uestions, etc.			
		16th	No final exar	n						
Evaluat	ion Meth	od and	Weight (%)							
			ch paper	Research activities	Annual researd	ch	Research publication	Total		
Subtotal		40		20	20		20	100		
Basic Pro	ficiency	0		0	0		0	0		
Specialize Proficience		40		20	20		20	100		
Cross Are Proficience		0		0	0		0	0		

Akashi Col	Akashi College		2021		Course Title	Advanced Structural System II	
Course Informati	on						
Course Code	0030			Course Category	Specializ	zed / Elective	
Class Format	Lecture			Credits	Academ	ic Credit: 2	
Department	Architecture	and Civil Eng	ineering	Student Grade	Adv. 2nd	d	
Term	First Semest	er		Classes per Week	2		
Textbook and/or Teaching Materials	Printed synopses of the lecture are distributed as necessary in a class. Sakimoto T.: Structural mech (2nd Ed) (Volume 2), Morikita Publishing Co., Ltd. (as a reference) Aoki R. and Nagashima T.: Funda skills of finite element method that design engineers should know, Ohmsha, Ltd. (as a reference)						
Instructor	MIYOSHI Takao						
Course Objectives							

This subject aims to help students understand, explain or calculate as follows:

- 1. Necessity of structural analysis in design, construction and maintenance of structures (D)
- Outline and characteristics of several numerical methods used in structural analysis (D) Several stiffness equations used in structural analysis based on matrix method (D)
- Calculation of displacement and nodal force of simple 2D frame structure using structural analysis based on matrix method (F)

Practical considerations of element division, boundary condition, load condition etc in structural analysis based on matrix method

Ideal Level	Standard Level	Unacceptable Level
A student who can sufficiently understand and explain necessity of structural analysis in design, construction and maintenance of structures	A student who can understand and explain necessity of structural analysis in design, construction and maintenance of structures	A student who cannot understand and explain necessity of structural analysis in design, construction and maintenance of structures
A student who can sufficiently understand and explain outline and characteristics of several numerical methods used in structural analysis	A student who can understand and explain outline and characteristics of several numerical methods used in structural analysis	A student who cannot understand and explain outline and characteristics of several numerical methods used in structural analysis
A student who can sufficiently understand and explain several stiffness equations used in structural analysis based on matrix method	A student who can understand and explain several stiffness equations used in structural analysis based on matrix method	A student who cannot understand and explain several stiffness equations used in structural analysis based on matrix method
	simple 2D frame structure using structural analysis based on	
A student who can sufficiently understand and explain practical considerations of element division, boundary condition, load condition etc in structural analysis based on matrix method	A student who can understand and explain practical considerations of element division, boundary condition, load condition etc in structural analysis based on matrix method	A student who cannot understand and explain practical considerations of element division, boundary condition, load condition etc in structural analysis based on matrix method
	A student who can sufficiently understand and explain necessity of structural analysis in design, construction and maintenance of structures A student who can sufficiently understand and explain outline and characteristics of several numerical methods used in structural analysis A student who can sufficiently understand and explain several stiffness equations used in structural analysis based on matrix method A student who can calculate displacement and nodal force of simple 2D frame structure using structural analysis based on matrix method without referring calculation examples A student who can sufficiently understand and explain practical considerations of element division, boundary condition, load condition etc in structural analysis based on	A student who can sufficiently understand and explain necessity of structural analysis in design, construction and maintenance of structures A student who can sufficiently understand and explain outline and characteristics of several numerical methods used in structural analysis A student who can sufficiently understand and explain several stiffness equations used in structural analysis based on matrix method A student who can sufficiently understand and explain several stiffness equations used in structural analysis based on matrix method A student who can calculate displacement and nodal force of simple 2D frame structure using structural analysis based on matrix method without referring calculation examples A student who can understand and explain several stiffness equations used in structural analysis based on matrix method A student who can calculate displacement and nodal force of simple 2D frame structure using structural analysis based on matrix method with referring calculation examples A student who can understand and explain several stiffness equations used in structural analysis based on matrix method A student who can understand and explain several stiffness equations used in structural analysis based on matrix method A student who can understand and explain several stiffness equations used in structural analysis based on matrix method A student who can calculate displacement and nodal force of simple 2D frame structure using structural analysis based on matrix method with referring calculation examples A student who can understand and explain practical considerations of element division, boundary condition, load condition etc in structural analysis based on matrix

Assigned Department Objectives

学習・教育目標 (F) 学習・教育目標 (H)

Teaching Method

Outline

Style

There is no doubt that structural analysis technologies based on numerical methods such as finite element method have played significant role of technological development to contribute to increasing in size, rationalization, life prolongation etc of structures in civil engineering. Nowadays, the structural analysis technologies are indispensable for design, construction and maintenance of structures in civil engineering. Also, structural analysis technologies are evolving. Lots of commercial software for structural analysis have already been developed. Almost of them are created by considering user friendliness and it is easy for people without any fundamental knowledge of structural mechanics etc to use them. However, lots of commercial software for structural analysis have a risk that incorrect computation results due to inappropriate input data would be employed in the design and maintenance. Although structural analysis based on matrix method have been deleted from many textbooks of structural mechanics, many civil engineers of design consultants, bridge fabricators, structural design companies etc committing design of infrastructures requires strongly for education on it. In this subject, a teacher, who has an experience as an engineer of bridge fabricator and has engaged in design of steel bridges and steel structures, will conduct lecture-style class on structural analysis based on matrix method, which is the most commonly used numerical method in design of infrastructures. Based on his experiences, he will explain fundamental theory, calculation procedure and practical consideration of 2D structural analysis based on matrix method using spring element, truss element and beam element. Consequently, students are expected to be able to learn skills so that they can verify the results of structural analysis as a civil engineer This subject will be conducted lecture-style class and the stiffness equation of several elements, assembly of the global stiffness equation etc will be explained by writing its derivation process on the blackboard. Examples of simple framed structures using the matrix method will be specifically explained to show calculation process of the deformation etc and to deepen student's understanding on significance of stiffness equation, importance of load and boundary conditions. Also, the results of calculation will be compared with the results gained from other structural analysis method. Furthermore, as a task, it is necessary for students

to calculate the deformation and reaction force of a simple 2D frame structure using some stiffness equations and submit the calculation results as a report so that they can become understanding more practically

This subject has a content the summation of learning time guaranteed in class and standard self-learning time including required time for conducting preparation, review, and assignment corresponds 90 hours. This class will be proceeded on the premise that students have fundamental knowledge of structural (or material) mechanics, which has been already learned at each department. It is preferable that students can use Microsoft Excel because a computer program by using Visual Basic will be employed in structural analysis of a Notice simple 2D framed structure. If the number of absences exceeds more than 33% of total school hours, pass is not accepted. Characteristics of Class / Division in Learning ☑ Instructor Professionally ☐ Active Learning Aided by ICT ☑ Applicable to Remote Class Experienced Course Plan Theme Goals Structures and numerical analysis (1) Necessity of numerical analysis such as matrix Students can understand necessity of numerical analysis such as matrix method, finite element 1st method, finite element method etc in plan, method etc in plan, design, construction and maintenance of structures. design, construction and maintenance of structures will be explained Structures and numerical analysis (2) Students can understand outline and Outline and characteristic of several numerical characteristic of several numerical analyses and 2nd analyses and proper structural analysis method proper structural analysis method for the problem for the problem of structures will be explained. of structures Outline of finite element method Students can understand characteristics of finite 3rd Characteristics of finite element method and element method and several finite elements. several finite elements will be explained. Matrix method of structural analysis (1) Based on linearity and superposition theorem, Students can understand the stiffness equation and its derivation process of general structures, 4th stiffness equation of general structures will be based on linearity and superposition theorem. derived and its process will be explained as well. Matrix method of structural analysis (2)
Based on Hooke's law and equilibrium condition of forces, stiffness equations of 1D spring and truss elements will be derived and the processes will be Students can understand stiffness equations of 1D spring and truss elements and their derivation process, based on Hooke's law and equilibrium 5th 1st Quarter condition of forces. explained as well. Matrix method of structural analysis (3) Assembly of global stiffness equation by superimposing local stiffness equations will be Students can understand assembly of global stiffness equation by superimposing local stiffness 6th equations. Also, students can understand characteristics of stiffness matrix. explained. Also, characteristics of stiffness matrix will be explained. Matrix method of structural analysis (4) Simple example of structural analysis using 1D spring element and stiffness equation derivation Students can analyze simple 1D spring structure using matrix method of structural analysis. Also, students can understand stiffness equation 7th of 2D spring element by direct method will be derivation of 2D spring element by direct method. explained. 2D truss element (1) Students can understand relationship between Relationship between truss and spring elements truss and spring elements and extension of 1D and extension of 1D truss element will be explained to derive stiffness equation of 2D truss element. Also, coordinate transformation of Semeste truss element to derive stiffness equation of 2D truss element. Also, students can understand coordinate transformation of displacement and 8th displacement and force and coordinate force and coordinate transformation matrix in 2D problem. transformation matrix in 2D problem will be explained. 2D truss element (2) It will be explained that stiffness equation of 2D Students can understand that stiffness equation of 2D truss element is derived by applying coordinate transformation to extended 1D truss 9th truss element is derived by applying coordinate transformation to extended 1D truss element. element. 2D truss element (3) Students can analyze a simple structure by using stiffness equation of 2D truss element and at this series of the structure will be analyzed by using stiffness equation of 2D truss element and the results will be compared with results gained from calculation using force method. It will be shown that both results are identical through the compare the results with results gained from calculation by using force method. Also, students 10th can understand both results are identical through the comparison. Furthermore, students can comparison. Also, general calculation procedure in matrix method of structural analysis will be understand general calculation procedure in matrix method of structural analysis. explained. 2D beam element (1) Strain energy and displacement function will be explained to derive stiffness equation of 2D beam Students can understand strain energy and displacement function to derive stiffness equation 2nd 11th Ouarter of 2D beam element. element. 2D beam element (2) It will be explained that stiffness equation of 2D Students can understand stiffness equation of 2D beam element is derived from strain energy using Castigliano's 1st theorem. Also, students can understand stiffness equation of 2D beam beam element is derived from strain energy using Castigliano's 1st theorem. Also, it will be shown that stiffness equation of 2D beam element whose

axis has arbitrary direction in 2D space is derived by extending coordinate transformation matrix

2D beam element (3)
A simple structure will be analyzed by using stiffness equation of 2D beam element in order to

deepen student's understanding on procedure of

and applying it to the stiffness equation.

structural analysis

element whose axis has arbitrary direction in 2D

Students can analyze a simple structure using stiffness equation of 2D beam element and they

can understand procedure of structural analysis.

space is derived by extending coordinate transformation matrix and applying it to the

stiffness equation.

12th

13th

						_	
		14th	Same simple struc element will be sol be shown that resu 2D beam element	element will be solved by force method and it will be shown that results gained from analysis using			ne simple structure element by force method. and results gained from n element are identical to ulation using force method.
		15th	structural analysis Practical considera boundary and load	tions in matrix method of tions such as element div conditions, etc of 2D fra x method of structural blained.	ision,	such as element division	ame structures in matrix
		16th	Final exam				
Evaluati	on Meth	od an	d Weight (%)				
				Task	В	Behavior	Total
Subtotal			50	40	1	10	100
Specialized Proficiency 50			40	1	0 100		

А	kashi Co	ollege	Year	2021		C	Course Title	Engineering Presentation II	
Course	Informa	tion							
Course Co	ode	0031			Course Categor	γ	Specialize	ed / Compulsory	
Class Forr	mat	Seminar			Credits		redit: 1		
Departme	ent	Architectu	re and Civil Eng	ineering	Student Grade				
Term		Second S	emester		Classes per We	/eek 2			
Textbook Teaching									
Instructor		HIRAISHI	Toshihiro,ONISI	HI Shosaku					
Course	Objectiv	es							
way that	re knowled students f	dge in a wide rom differen	e range of engine t specialties can	eering-related field understand (H).	ds through prese	ntatio	ns of one's	Research Studies presented in a	
Rubric			T-1 11 1		le: 1 11 1			<u></u>	
			Ideal Level	,	Standard Level			Unacceptable Level	
Achievem	ent 1		students from	es in a way that different fully understand	Can present on Research Studi students from a specialties can discuss it with t	es in a differe under	a way that nt	Cannot present one's own Research Studies in a way that students from different specialties can understand and discuss it with them.	
Assigne	d Depar	tment Obj	jectives						
学習・教育	百標 (B)	学習・教育目	票 (C) 学習・教育	目標 (E) 学習・教育	育目標 (H)				
Teachin	g Metho	d							
Outline		This cours	ions, oral presen	ires and exercises tations, etc. in ord eir impressions ar	der to enhance s	tuden	ts' abilities	written presentations, graphical to express technical matters. the content.	
Style		purposes.	. and their reseaı	rch plans, followed	d by a question-a	and-ar	nswer sess	ons for their Research Studies, its ion. In the latter half of the ive presentations using slides.	
Notice		guarantee assignme have prep students'	ed in classes and nt reports. Emploared by themsel presentations.	the standard self nasis will be on pro	estudy time requessenting and dis- termined time. S	iired fo cussin Studen	or pre-stud g the sum lts are exp	include the learning time dy / review, and completing maries and slides that students ected to be able to evaluate other rade.	
Charact	eristics (of Class /	Division in Le	arning	<u>_</u>		<u>, , , , , , , , , , , , , , , , , , , </u>		
☐ Active			☐ Aided by ICT ☐ Applicable to			o Rem	note Class	☐ Instructor Professionally Experienced	
Course	Plan								
		Т	heme			Goals			
		1st F	Creating slides (P Theme 3 is to pre Research Studies rom different spe	action to the Rese art 1, Hiraishi) seent the introduc in 10 minutes so ecialties can under signment, prepan	tion to the that students rstand. After	Can explain what to be careful in communicat the background, research purposes, and researchods of one's own Research Studies to students from different specialties.			
		2nd C	Theme 3 (Introdu Creating slides (P Same as above	uction to the Rese art 2, Hiraishi)	, l	Can make materials to communicate the background, purposes, and research method of one's own Research Studies to students from different specialties.			
		3rd A	Onishi) An 8-minute pres ninutes) and a 1	heme 3 (Part 1, H sentation (a bell w 0-minute Q&A wit re each other's pre	ill ring at 7 th everyone.	Can communicate the background, purposes, research method of one's own Research Studi to students from different specialties. Can also ask questions about the presentations.			
2nd Semeste r	3rd Quarter		Presentations (Pa Same as above	rt 2, Hiraishi and	<i>'</i>	resea to stu	rch metho Idents fron	te the background, purposes, and d of one's own Research Studies of different specialties. Can also bout the presentations.	
			Presentations (Pa Same as above	rt 3: Hiraishi and	<i>'</i>	resea to stu	rch metho Idents fron	te the background, purposes, and d of one's own Research Studies n different specialties. Can also bout the presentations.	
			Presentations (Pa Same as above	rt 4: Hiraishi and	<i>'</i>	resea to stu	rch metho Idents fron	te the background, purposes, and d of one's own Research Studies n different specialties. Can also pout the presentations.	
			Presentations (Pa Same as above	rt 5: Hiraishi and	<i>'</i>	resea to stu ask q	rch methood dents fron uestions al	te the background, purposes, and d of one's own Research Studies n different specialties. Can also pout the presentations.	
			Presentations (Pa Same as above	rt 6: Hiraishi and		resea to stu	rch metho Idents fron	te the background, purposes, and d of one's own Research Studies n different specialties. Can also pout the presentations.	

		9th	Theme 4 (Special slides preparation Prepare one's own review presentation	(Part 1: Onishi)´ n Research Studie	•	Can prepare slide Studies review p	es and materials resentation.	for Research	
		10th	Each student show minutes and join everyone.			Can communicate the background, purposes, research method, experiment results, and discussion of one's own Research Studies. Can also ask questions about the presentations.			
		11th	Presentations (Pa Same as above	rt 2: Onishi and F	liraishi)	research method discussion of one	Can communicate the background, purposes, research method, experiment results, and discussion of one's own Research Studies. Can also ask questions about the presentations.		
	4th Quarte	12th	Presentations (Pa Same as above	rt 3: Onishi and F	liraishi)	Can communicat research method discussion of one also ask question	, experiment res s's own Research	ults, and Studies. Can	
		13th	Presentations (Pa Same as above	rt 4: Onishi and H	liraishi)	Can communicate the background, purposes, research method, experiment results, and discussion of one's own Research Studies. Can also ask questions about the presentations.			
		14th	Presentations (Part 5: Onishi and Hiraishi) Same as above			Can communicat research method discussion of one also ask question	, experiment res e's own Research	ults, and Studies. Can	
		15th	Presentations (Pa Same as above	rt 6: Onishi and H	Hiraishi)	Can communicat research method discussion of one also ask question	, experiment res e's own Research	ults, and Studies. Can	
		16th	No final exam						
Evaluati	<u>on Me</u>	thod and	Weight (%)				1	_	
	Presentat		Mutual Evaluations between students	Number of questions			Others	Total	
Subtotal	(50	30	10	0	0	0	100	
Basic Proficience	Basic Proficiency 0		0	0	0	0	0	0	
Specialize Proficience		50	30	10	0	0	0	100	
Cross Are Proficience)	0	0	0	0	0	0	

	Akashi College		Year	2021		Course Title	Hydraulic Engineering I			
Course I	Informa	tion								
Course Cod	de	0031			Course Categor	y Speciali	ized / Elective			
Class Form	nat	Lecture			Credits	Acaden	nic Credit: 2			
Departmer	nt	Architect	ure and Civil Eng	jineering	Student Grade	e Adv. 2nd				
Term		First Sen	nester		Classes per We	Veek 2				
Textbook Teaching N										
Instructor		WATANA	TANABE Moriyoshi							
Course C	Objectiv	es								
water envi 2. Can add 3. Can con	ironment dress spec	and ecosyst cific issues เ	tem conservation using methods fo	rmeasures for envi n. r environmental im m technical and ec	npact assessmen	t.	water pollution surrounding the			
Rubric					1					
<u></u>			Ideal Level		Standard Level		Unacceptable Level			
Achieveme	chievement 1		for environment such as water surrounding the environment a	countermeasures ntal problems, pollution ne water	Can explain the situation and co for environment such as water purrounding the environment and conservation.	ountermeasure tal problems, pollution e water	Cannot explain the present situation and countermeasures for environmental problems, such as water pollution surrounding the water environment and ecosystem conservation.			
Achieveme	Can address specific issues Using soveral methods for using methods for				Cannot address specific issues using methods for environmental impact assessment.					
Achieveme	Can specifically consider nature- oriented river works from Can consider river works for tochnical and occloquical			Can consider na river works fron ecological persp	n technical and	Cannot consider nature-oriented river works from technical and ecological perspectives.				
Assigned	d Depar	tment Ob	jectives							
学習・教育	目標 (F) 与	学習・教育目	標 (H)							
Teaching	g Metho	d								
Outline		rivers an	d lake utilization,	, disaster preventio	on, and ecosyste	m conservatio				
Style		on the ki	s will be taught mowledge they ha	nainly with handou ave learned.	its and slides. Sti	udents will also	o make themed presentations based			
Notice		This cour guarante assignme possible, environn	rse's content will eed in classes and ent reports. The but students sho nental engineerin	amount to 90 hou	-study time requ students from an ooks. Basic know I in the lecture as	ired for pre-st y department. rledge of hydra s much as pos	rs include the learning time udy / review, and completing Classes will be taught as simply as aulics, sanitary engineering and sible.			
Characte	eristics (Division in Le		viii rioc be engibie	2 101 a passing	grader			
☐ Active I		or class /	☐ Aided by IC		☐ Applicable to Remote Clas		s Instructor Professionally Experienced			
					1		Experienced			
Course P	Plan									
Course	iuii		Theme		1	Goals				
			Guidance				e course outline and objectives			
			River environmer	nt 1		Understand the course outline and obj Can survey an actual river, and observed the characteristics from a disast prevention and natural environment per prevention and pre				
		3rd	River environmer	nt 2			field observation results, and er environment's current state.			
	1.ct	4th	The River Act			Can explain ar	n outline of the River Act.			
	1st Quarter	5th	Basics of river ec	cosystems		Can explain th ecosystems.	e functions and structures of river			
Quarter		I hrn	The roles of river ecosystems	structures and inv	volvement in		e roles of river structures and			
Semeste			Nature-oriented	river works		Can explain th	he history, background, and outline nted rivers works.			
Semeste r			NI	rivor works 2		Can explain na	ature-oriented river works using			
		8th	Nature-oriented		examples. Can learn about the history and outline of riv ecosystem assessment and solve exercise problems on assessment methods for identifying feb habitates.					
Semeste r	2nd Quarter		Assessment of riv			Can learn abou	sessment and solve exercise ssessment methods for identifying			

	11th	Preparation for them	ed presentation			ect materials and how to ating presentation		
	12th	Themed presentation	ns 1	Present and answer questions. Can also point out possible improvements for other students' presentations.				
	13th	Themed presentation	Themed presentations 2			estions. Can also point out for other students'		
	14th	Themed presentation	Themed presentations 3			Present and answer questions. Can also point out possible improvements for other students' presentations.		
	15th	Themed presentation	Themed presentations summary			n for the points that were ot be answered during		
	16th	Final exam						
Evaluation Metho	od and	Weight (%)						
	E	xamination	Presentation	А	ssignments	Total		
Subtotal	50	0	20	3	0	100		
Basic Proficiency	0		0	0	<u> </u>	0		
Specialized Proficience	cy 50	0	20	3	0	100		
Cross Area Proficiency 0			0	0		0		

Al	Akashi College		Year	2021			ourse Title	Hydraulic Engineering II
Course I	nformat	tion		•			<u>'</u>	
Course Co	de	0032			Course Categor	ry :	Specialize	d / Elective
Class Form	nat	Lecture			Credits Academic			Credit: 2
Departmer	nt	Architect	ure and Civil En	gineering	Student Grade Adv. 2nd		Adv. 2nd	
Term		Second S	Semester		Classes per We	ek	2	
Textbook Teaching N								
Instructor		KANDA k	Keiichi Keiichi					
for ensurin (2) Unders others. (3) Unders river and r	stand the ng happy a stand the stand river iver basin	impact and and comfor basic idea a	table living for p and knowledge c al and environm ent conservation	eople and preserving a river's hydraulic fariver's hydraulic ental functions and	ng a good natura c and disaster pr the basic idea o	al environ evention of nature	onment. n function e-oriented	d and can explain what is needed as and can explain them to I river works in connection with problems with individual
Rubric								
- CODITC			Ideal Level		Standard Level			Unacceptable Level
								Do not understand the impact
Achieveme	Achievement 1			ne impact and soft technology on ature, and fully and can carefully is needed for by and comfortable and preserving all environment.	Understand the responsibilities society and nat understand and what is needed happy and compeople and prenatural environ	of techicure, and can exist for ensigning the content of the conte	nology on d oplain suring e living for	and responsibilities of technology on society and nature, and do not understand and cannot explain what is needed for ensuring happy and comfortable living for people and preserving a good natural environment.
Achieveme	ent 2		and knowledg hydraulic and prevention fu		Understand the basic idea and knowledge of a river's hydraulic and disaster prevention functions, and can explain them to others.			Do not understand the basic idea and knowledge of a river's hydraulic and disaster prevention functions, and cannot explain them to others.
Achievement 3			functions and nature-orients connection wi basin environ and creation, and explain d problems with	I environmental the basic idea of ed river works in th river and river ment conservation and can also find isaster prevention	Understand rive and environme and the basic ic oriented river v connection with basin environm and creation, a disaster preven with individual cases and their	ntal fundea of noworks in river and condition produced in the condition produced in the constru	actions nature- and river nservation also find oblems ction	Do not understand rivers' ecological and environmental functions and the basic idea of nature-oriented river works in connection with river and river basin environment conservation and creation. Also, cannot find disaster prevention problems with individual construction cases and their solutions.
Assianed	d Depart	ment Ob	iectives					
			標 (F) 学習・教育					
Teaching			ж (. <i>у</i> з ц зхі	эцж ()				
Outline	,	This cour solutions Engineer their role preventic Specifica river bed river wor	as an application ing taught in Ko to taugh in Ko taught in Ko taught in Ko taugh in Ko taugh in Ko taugh in K	e will teach about the various engineering problems of rivers and river basin environments is an application of the basic theory and technology related to River Engineering and Envirous taught in Kosen's Regular Course. Seeing rivers as a component of a city, the course will and relationships with formation of urban cities, including as a source of water supply, its of functions against floods, and creation of urban landscapes and habitats for aquatic life, etc., classes will discuss urban water disasters and how to protect against them, and quicks are variations, and also teach the basic idea, construction examples, and problems of nature-or s.				
Style		How clas Classes v as slides,	vill be explained	, their content and as simply as possil	method: ble, mainly using	g the tex	xtbook, ar	nd supplementary materials such
Notice		guarante assignme possible, read the Students	eed in classes an ent reports. The but students ar materials and h	d the standard self- course is open to se e required to have andouts that will be or more of classes v	-study time requ students from an a basic knowled e distributed in a	uired for ny depar ge of hy advance	pre-study rtment. Cl draulics, and unde	include the learning time y / review, and completing asses will be taught as simply as environment and rivers. Carefully erstand their content. ade.
Characte	eristics o	of Class /	Division in L	earning				
☐ Active I			☐ Aided by I		☐ Applicable to	o Remo	te Class	☐ Instructor Professionally Experienced
_								
<u>Course F</u>	Plan							
			Theme			Goals		
2nd Semeste Rugarter 1st Formation of rivers and urban cities in a seminary in the seminary in				Learn about rivers and their basins, and can explain the role that they have played or the impact that they have had in city development as a platform for people's livelihoods and production activities.				

			Urban flood disaste (1)	ers and their cou	ntermeasures	Can classify urbai manner, extract t statistical method water that causes	heir characteristi	cs, and explain the amount of	
		3rd	Urban flood disaste (2)	ers and their cou	ntermeasures	Can describe the of urban flood dis washing away ho or destroying bric sediment runoff. mitigation measu	asters such as suuses, severing ro lges, etc., due to Also, can explain	ubmersing or bads, damaging overflow and	
		4th	Urban flood disaste (3)	ers and their cou	ntermeasures	Can explain as development methods for water resources in urban areas, countermeasures using structures such as dams and weirs—the cornerstones of river water utilization plans—and other softer countermeasures.			
		5th	Basis of earth and	sand hydraulics		Understand the sediment transport phenomenon, and can explain how earth and sand is produced along the river channels in mountainous areas such as surface erosion, landslides, and debris flow, and how to estimate the amount of earth and sand produced.			
			Estimating amount	Estimating amounts of quicksand			e context of hydicransports earth a channels through explain how to estand.	and sand h them by	
		7th	River bed variation	ns and sand bank	formations	Understand river amount of quicks scales, and can e channels and the	and's spatial imb xplain the format	alance and its	
		8th	Local scouring arou controlling it	und river structui	res and	Can classify and organize the causes and forms of local scouring that occurs around river structures such as weirs, ground sills, and groynes, and explain how to assess and control scour depth using concrete examples.			
	9th		River ecological en assessment (1)	vironments and t	their	Understand how environments as shore vegetation can explain basic habitat.	habitats for aqua in relation to hur	tic life and nan life, and	
		10th	River ecological environments and assessing them (2)			Can explain how river's ecological affected by huma basin area develoinstallation.	environment cha n influence in wa	nges when it is larger when it is larger	
		11th	River environment	and scenery		Can consider the components of ur characteristics an scenery.	ban landscapes,	and explain the	
	4th Quarter	_	Overview of nature	view of nature-oriented river works			Can explain the basic philosophy of nature- oriented river works for preserving and creating beautiful scenery while taking into account a goo environment for the creatures native to it, and the various river improvement methods.		
			Present situation a river improvement		nature-oriented	Understand planning and implementation of nature-oriented river works that use traditional methods such as masonry revetments, vegetativ covered revetments, and wooden mattress, and can consider the future and ideal states of nature oriented river works from analysis of successful and failed examples.			
		14th	What is fish-friend	ly river creation?		Can explain fish horiented river wo	nabitat diversity in	n nature-	
		15th	Present situation a participation in nat improvements	nd problems of c ure-oriented rive	iitizen er	Cooperation from essential to natur planning and con maintenance. Car citizen participation	community residue-oriented river values of the oriented river values of the oriented responsible oriented r	works, from peration and ual situation of	
			Final exam						
Evaluation			Veight (%)	Donout	Dobovic:	Dowtfoli -	Othor	Tatal	
Subtotal	<u> E</u> 7	xamination n	Presentation 0	Report 30	Behavior 0	Portfolio 0	Other 0	Total 100	
Basic		-							
Proficiency Specialized			0	10	0	0	0	20	
Proficiency	0	0	0	20	0	0	0	80	
Cross Area Proficiency			0	0	0	0	0	0	

Д	Akashi Co	llege		Year	2021			Course Title	Geotechnical Engineering System
Course	Informa	tion							
Course Co	ode	0033				Course Catego	ry	Specialize	ed / Elective
Class For	mat	Lecture				Credits		Academi	Credit: 2
Departme	ent			and Civil Engi	neering	Student Grade	Adv. 2nd		
Term		First Se	mest	er		Classes per We	eek	2	
Textbook Teaching	Matérials	NAREG	175.4.4						
Instructor			HIMA	Yasuyuki					
	<u>Objectiv</u>							1 1	
(1) Can a	issess geol	ogical risk	s and	l plan and desi	nical engineering ign countermeasu sures for geotechr	res to address t	:hem (l	learning ai	nd education goals [E, F, and H]).
Rubric									
			Id	deal Level		Standard Level			Unacceptable Level
Achievement 1		g	an appropriato eological risks esign specific o address ther	and plan and countermeasures	Can assess ged plan and desig countermeasur them.	n Č		Can reasonably plan and design specific countermeasures for geotechnical engineering problems.	
Assigned Department Obj				tives					
学習・教育	育目標 (E) 与	学習・教育!	3標(F) 学習・教育E	目標 (H)				
Teachin	ig Metho	d							
Outline viewpoin For this i				o look at it fro on, the study and the clues	m environmental objectives are to for identifying it f	aspects. understand wha from the perspe	at the g	ground is f	rom a geotechnical engineering phy, geology, etc., in order to rmeasures (E, F, and H).
Style		This co	urse v	will be conduc		nation of lecture	-style o	classes and	d practical lessons through field
Notice		guarant	teed inent in ts wh	in classes and reports. o miss 1/3 or	the standard self-	-study time requ	uired fo	or pre-stud	include the learning time dy / review, and completing hout permission will not be eligible
Charact	eristics (vision in Lea	arnina				
	Learning	<u> </u>		☐ Aided by ICT ☐ Applicable to			o Rem	ote Class	☐ Instructor Professionally Experienced
Course	Dlan								
Course	Fiaii		The	me			Goals		
		1st	Ove [Na In re stru envi	rview of geote beshima] ecent years, it ctures withou	years, it is impossible to plan various s without consideration for the ground tent in addition to ground disasters.			how to vi	ew the ground systematically.
		2nd	Basi [Na Exp	ic knowledge of beshima] lain the basic	of geological surve details related to at generate natur	eys geological risks	Learn the basic details related to geological ris		
		3rd	On I	d work (1) [Na location, expla untain range, a nomenon.	abeshima] in the rocks in the and the weatherin	e Rokko ng	On location, explain the weathering phenome of granite.		
1st Semeste	1st Quarter	4th	On I stru	cture and exp	abeshima] about Mt. Kabuto lain the difference inic rock through	e between		about the nic rock.	difference between plutonic and
r		5th	Leai mou cons	untain range a	slide disasters at t nd explain counte inst landslides, us	rmeasure			intermeasure constructions, using ers as examples.
		6th	Exp	nation using a	abeshima] ad a stratum's str I clinometer by mo		Learn clinom		ad the strike and inclination with a
		7th	Org		ld work [Nabeshir is practiced and u ork.			about roc ering effe	k types and characteristics and cts.
		8th	Exp	lain disaster p	d work [Nabeshin revention and mit ural disasters by re field work	igation			aster prevention and mitigation stural disasters through the field

			1						
		9th	Ways for viewing Define the "groun engineering persp it.	the ground [Nab d" from a geotec ective and teach	eshima] hnical ways to view	Define the "ground" from a geotechnical engineering perspective and learn ways to view it.			
		10th	Landslide disaster [Nabeshima] Explain past exam caused by heavy i	, ples of landslide	disasters	Learn about past caused by heavy		ndslide disasters Prefecture.	
		11th	Landslide disaster [Nabeshima] Explain past exam caused by heavy i	, ples of landslide	disasters	Learn about past examples of landslide disasters caused by heavy rain in Hyogo Prefecture.			
	2nd Quarter	12th	Field work (5) [Na Explain how to rea topography aroun	ad topography ba	ased on	Learn the points observing actual		ography by	
		13th	Field work (6) [Na Explain terrace to around the school	pography based	on topography	Learn how to read terrace topography by observing actual topography.			
		14th	Field work (7) [Na Explain valley-fillir topography aroun	ng land elevation	s based on	Learn how to de elevations are by	termine where you	valley-filling land ual topography.	
		15th	Field work (8) [Na Explain the geoha topography aroun	zards that can be	e expected from	Read the actual topography and learn about the geohazards that can be expected.			
		16th	No final exam						
Evaluation	on Met	hod and \	Weight (%)						
		xamination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total	
Subtotal	0		80	0	20	0	0	100	
Basic Proficiency	, 0		0	0	0	0	0	0	
Specialized Proficiency			80	0	20	0	0	100	
Cross Area Proficiency			0	0	0	0	0	0	

А	kashi Co	ollege	Year	2021		Course Title	Planning System	
Course	Informa	tion						
Course Co	ode	0034			Course Catego	ry Specializ	zed / Elective	
Class Forr	mat	Lecture			Credits	Academic Credit: 2		
Departme	ent	Architect	ure and Civil En	gineering	Student Grade	Adv. 2nd		
Term		First Sem		<u> </u>	Classes per We	eek 2		
Textbook Teaching						-		
Instructor	-	ISHIMAT	SU Kazuhito					
Course	Objectiv	'AS						
(1) Under urban pla (2) Can c	stand prol nning (C). onsistently	blems with t	d interpret vario	ms by surveying ci ous urban phenom and build a desira	ena from the ma	rket mechanism	ms related to urban systems and (H).	
Rubric			I		la		T.,	
			Ideal Level		Standard Level		Unacceptable Level	
Achievem	ent 1		problems with systems by si upon underst	urveying cities, anding the terms an systems and	urban systems cities, upon un	derstanding the to urban system	surveying cities, upon	
Achievem	ent 2		interpret vari	ntly explain and ous urban rom the market	Can explain an various urban the market me	phenomena fror	Cannot explain and interpret various urban phenomena from the market mechanism.	
Achievem	ent 3		and assess ur	ensively analyze ban phenomena esirable urban	Can analyze ar phenomena an desirable urbar		Cannot analyze and assess urban phenomena and build a desirable urban system.	
Assigne	d Depar	tment Ob	· '		•			
学習・教育	計標 (C) ≒	学習・教育目	標 (F) 学習・教育	育目標 (H)				
Teachin	g Metho	d						
Outline		urban an methods, developn these ma	d regional plant, and also cover nent in recent y atters in a system will be based or	ning and economic matters that are lears. In addition, to matic manner. In textbooks and ha	analysis. It will of becoming import there will be lecturated and outs.	explain the conc ant in urban and ures on the conc	ink tank and was in charge of ept and outline of urban planning d regional space planning and epts and methods for dealing with	
Style		The over 10% on a	all evaluation w attitude toward	ill be based 60% of class activities suc	on periodic exams ch as Q&A session	ns. The minimur	ntations and group discussions, n score for a pass will be 60%.	
Notice		classes a Before at content. planning	nd the standard tending the lect Taking advant methods and ca	l self-study time re tures, carefully rea age of a small clas	equired for pre-st od the materials o os size, lessons w are in the distrib	udy / review, ar listributed in advill ill focus on dialo uted handouts a	the learning time guaranteed in and completing assignment reports. wance and fully understand the ags and have students present the and reference books in turn. grade.	
Charact	eristics (Division in L					
☐ Active		<u> </u>	☐ Aided by I		☐ Applicable t	co Remote Class	☐ Instructor Professionally Experienced	
Course	Plan							
Course	. 1011	-	Theme			Goals		
		1st	Perception of th Lecture from a l	e times proad perspective from and where it	on where urban	Can explain fro	m a broad perspective on where came from and where it is	
		2nd	Land use and fa	cility layouts I to create a city's s			w to create a city's structure and nsformation.	
		3rd I	Land use and fa Lecture on how manage its tran	to create a city's s	structure and	Can explain hormanage its tran	w to create a city's structure and nsformation.	
1st Semeste r 1st Quarter 4th		4th I	Urban transport Lecture on the u urban functions	ırban transportatio	on that supports	Can explain the supports urban	e urban transportation that functions and living.	
		5th I	The living environ Lecture on the l foundations for	onment iving environment urban residence.	that sets up the	Can explain the the foundations	e living environment that sets up s for urban residence.	
		6th I	Urban design Lecture on urba urban spaces.	n design to create	attractive	Can explain urb urban spaces.	oan design to create attractive	
		7th I	Urban green are Lecture on urba cities with natur	n green areas, wh	ich connect	Can explain urt	oan green areas, which connect re.	

		8th	Urban green areas Lecture on urban cities with nature.	green areas, which	ch connect	Can explain urba		hich connect		
		9th					Can explain urban green areas, which connect cities with nature.			
		10th	Student presentation other sources, and turn. Take urban summarize its obj problems into a plength, and exchabetween students	n items from refed have students publents planning in Japan ectives, significar resentation aboutinge questions an	oresent them in and overseas, ace, and 20 minutes in	Can take urban planning in Japan and overseas, summarize its objectives, significance, and problems into a presentation about 20 minutes long, and discuss them.				
		11th	Urban disaster pro Lecture on urban reduce urban disa comfortable cities	disaster prevention sters and create	on in order to safe and	Can explain urba reduce urban dis comfortable citie	asters and create	ntion in order to e safe and		
	2nd Quartei	- 12th	Wide-area plans Lecture on wide-a development of ex areas.	rea plans for the xpanding and cha	integrated nging urban	Can explain wide-area plans for the integrated development of expanding and changing urban areas.				
		13th	Planning techniqu Lecture on the pla urban planning.	es anning techniques	that support	Can explain the purban planning.	olanning techniqu	ues that support		
		14th	Function theory Lecture on urban	planning mindset	S.	Can explain urba	n planning mind	sets.		
		15th	Student presentation other sources, and turn. Take urban summarize its obj problems into a pilength, and exchalbetween students	n items from refed have students publents planning in Japan ectives, significar resentation about nge questions an	and overseas, ace, and 20 minutes in	Can take urban p summarize its ob problems into a p long, and discuss	ojectives, significa presentation abo	ance, and		
		16th	Final exam							
Evaluati	on Me	thod and	Weight (%)	_						
	E	ixamination	Presentation	Mutual Evaluations between students	Behavior	Portfolio	Other	Total		
Subtotal	ϵ	50	30	0	10	0	0	100		
Basic Proficiency	, c)	0	0	0	0	0	0		
Specialized Proficiency	d y	50	30	0	10	0	0	100		
Cross Area Proficiency)	0	0	0	0	0	0		

Akashi College				Year	2021				Disaster Prevention System I		
Course	Informat	ion					•				
Course Co	ode	0035				Course Catego	ry	Specialized	d / Elective		
Class Forr	mat	Lecture				Credits		Academic	Credit: 2		
Departme	ent	Architec	ture a	and Civil Engi	neering	Student Grade	Adv. 2nd				
Term		First Ser	neste	er		Classes per Week 2					
Textbook Teaching											
Instructor	•	ISHIMAF	RU Ka	azuhiro							
Course	Objective	es									
(1) Can e (2) Can e (3) Can re (F, H)	xplain the s xplain the s esearch ear	mechanism seismic res thquake re	n of e sistan ecorc	earthquakes, r nce, control, a ds and damag	magnitude, and so nd isolation of str e situations that h	eismic intensity uctures, and ea nave been obser	scale. rthquak rved an	ke disaster d explain t	prevention. heir characteristics.		
Rubric											
			Id	leal Level		Standard Level			Unacceptable Level		
Achievem	ent 1		Òf	f´earthquakes,	the mechanism magnitude, and y scale in detail.	(1) Can explair of earthquakes seismic intensit	, magn	itude, and	(1) Cannot explain the mechanism of earthquakes, magnitude, and seismic intensity scale.		
Achievem	ent 2		re of	2) Can explain esistance, cont f structures, a saster preven	rol, and isolation nd earthquake	(2) Can explair resistance, con of structures, a disaster prever	trol, an and eart	d isolation	(2) Cannot explain the seismic resistance, control, and isolation of structures, and earthquake disaster prevention.		
Achievement 3			re th ex	nat have been	th earthquake mage situations observed and aracteristics in	(3) Can researd records and da that have been explain their ch	mage s observ	ituations ed and	(3) Cannot research earthquake records and damage situations that have been observed and explain their characteristics.		
Assigne	d Depart	ment Oh									
	<u>u Depart</u> 計目標 (F) 学										
	g Metho		100 (1	.,							
reacriiii	g Mctho		rco w	will teach matt	ere related to seig	smic engineerin	a the r	nochaniem	of earthquakes, ground and		
Outline		ground r	motic	on, the seismic	c resistance, cont he lectures will fo	rol, and isolation	n of stru	uctures, ar	nd earthquakes, ground and dearthquake disaster earthquakes that have occurred		
Style		Classes	will b	e conducted ι	using handouts, s	ides, and note-	taking.				
Notice		guarante assignm possible the mair must un Students The min Achiever isolation actual st (30%). The repo	eed ir ent r. Rea n poir derst s who imum ment of st cructu ort as rt on	n classes and reports. The coad the materia and questitand how to uo miss 1/3 or n score for a rewill be based tructures and ures (30%), possignments are the damage of	the standard self- burse is open to s Is that will be dist ons. Also, studen se it. more of classes w bass will be 60%. on a report abou research based o	study time required tudents from an arributed in advants will need to so the legistrian the level of understandiscussions (40% both 1) and 2) orthquakes	uired for y depa nce, un search for e for a nderstar nding o %), and	r pre-study rtment. Cliderstand to or materia passing gr ading relation n earthquad a researce	ed to seismic resistance and ake-proofing measures seen in h report on earthquake damage		
Charact	eristics o	•		ision in Lea		.,					
☐ Active		<u>. </u>		Aided by IC		☐ Applicable t	o Remo	ote Class	☐ Instructor Professionally Experienced		
									· ·		
Course	Plan										
			Ther	ne			Goals				
1st Semeste 1st Quarter		1st	Lear	hauakes, learr	ogy ncient concepts a n about how seisn earn how it is use	nology was	Can ex	plain the h	nistory of seismology.		
		2nd	An e some of ro	hanism of eart earthquake is a e reason is ca ocks that make hanism of hov	a natural phenomused by the sudden up the Earth. Le	enon that for en destruction arn about the	Can ex	plain the r	nechanism of earthquakes.		
		3rd	Lear	n about magn e, which are p hquake's size	of earthquakes itude and the seis arameters for rep and the intensity	resenting an	Can explain the size and intensity of earthquakes.				
	4th	Lear		d fault models elationship betwee nodels.	en ground	Can ex	plain grou	nd motion and fault models.			

		5th	Seismoscopes and Understand the dif	ference between	seismoscopes	Can explain seism	noscopes and sei	smometers.
		6th	and seismometers Characteristics of s Learn about the ch In particular, learn pretrigger to meas earthquake has oc equipment.	seismometers naracteristics of s about the princi sure and keep rec	ple of cords after an	Can explain the c	haracteristics of	seismometers.
			Seismic wave simu Operate a shake to waves, and learn a problems, etc. who	able which can single about points to be	e careful of and	Can operate a shawaves and explain		
		8th	About design grou Learn about the se history response, e used in design.	eismic coefficient		Can explain desig	n ground motion	
			About K-Net Learn about Japan	's seismograph n	etworks.	Can explain K-NE	т.	
		10th	About earthquakes Obtain seismic dat NET from the Natic Earth Science and about the relations size and damage.	s observed with k a currently obser onal Research Ins Disaster Resilien	K-NET ved with K- stitute for ce, and learn	Can obtain the se observed with K-l damage.	eismic waves of a NET and explain	n earthquake its size and
	11th		Damage caused by Study the characte that caused signific the damage that w	eristics of major e cant damage and	earthquakes	Can explain the dearthquakes.	amage caused b	y past major
	2nd Quarter	12th	Group work on ear Earthquakes cause therefore, there ar damage. According about disaster pre- various earthquake	e various kinds of e many ways to gly, work in grou vention and redu	damage, and minimize the ps and think ction against	Think about disas and responses afl earthquake disast	terward through	nd reduction, group work on
		13th	About seismic resistudy and learn at and isolation.	stance, control, a pout seismic resis	and isolation stance, control,	Can explain seism isolation	nic resistance, co	ntrol, and
		14th	Earthquake-proofing There are many wearthquakes. Exan proofing measures manufacturers.	ays to protect bunine the various of	iildings from earthquake-	Can explain earthquake-proofing measures in houses.		
		15th	Presentations on e in houses Summarize and pr measures adopted	esent earthquak	e-proofing	Can explain earthquake-proofing measures in today's houses in individual presentations.		
			No final exam	,				
Evaluation	on Met	thod and V	Veight (%)	1 -	1	T	T	T
	E	xamination	Presentation	Mutual Evaluations between students	Report(Earthquake damage)	Report(Earthqu ake-proof building)	Other	Total
Subtotal	0		40	0	30	30	0	100
Basic Proficiency			0	0	0	0	0	0
Specialized Proficiency					30	30	0	100
Cross Area Proficiency		0 0 0 0 0 0						0

А	kashi Co	llege	Year		2021				Disaster Prevention System II	
Course	Informat	tion								
Course Co	ode	0036				Course Catego	ry	Specialize	d / Elective	
Class Forr	mat	Lecture				Credits		Academic	Credit: 2	
Departme	ent	Architec	ure and Civil E	ngi	neering	Student Grade	e Adv. 2nd			
Term		Second S	Semester Classes per				ek	2		
Textbook Teaching										
Instructor	r	SUMIO H	royuki							
Course	Objective	es								
to town p (2) Under disaster p	lanning wi stand and prevention	th disaster can explai and reduct	prevention in r n the need and ion efforts in de	min pro eve	d, and methods fo	or developing sc ng social infrastr ies. (F, H)	cial inf ucture	rastructure	ural disasters, etc., approaches facilities. (F, H) lat support towns, and the	
Rubric										
			Ideal Level			Standard Level			Unacceptable Level	
Achievem	ent 1		approaches with disaste mind, and n	to to the property of the prop	nods for al infrastructure	Understand an approaches to with disaster p mind, and met developing soc facilities.	town p reventi hods fo	lanning on in or	Do not understand and cannot explain the approaches to town planning with disaster prevention in mind, and methods for developing social infrastructure facilities.	
Achievem	ent 2		Can explain prevention a in concrete	and	reduction efforts	Can explain the prevention and efforts.			Cannot explain the disaster prevention and reduction efforts.	
Achievem	ent 3		Can explain safe and securban systemeterms.	cure		Can explain the safe and secure urban systems	e towns		Cannot explain the development of safe and secure towns and urban systems.	
Assigne	d Depart	ment Ob	jectives							
学習・教育	百標 (E) 学	学習・教育目	- 標 (F) 学習・教	育E	====================================					
Teachin	g Metho	d								
Outline		social infexplain to disasters towns. (1) Explaining (2) Explain	rastructure fact he approaches s, etc. that hit c ain comprehens to mitigate an ain practical ap	ciliti to citie sive d p pro	es in Hyogo Prefe town planning wi s and regions, an ely both hard and revent damage, a	cture for 33 yea th disaster prev d the developm soft approaches and the developi nning and deve	rs base ention i ent of s regard nent of lopmen	ed on his end in mind to social infra- ling natura social infr	nstruction, and management of experience. The lessons will minimize the damage of natural structure facilities that support astructure facilities. I disasters, etc. and town astructure facilities. I ance with the process of	
Style		Classes	will be provided	m b	ainly in a lecture- lational Institute o	style format.		College: Ta	kao Mivoshi	
Notice		This cou guarante assignm possible advanta	rse's content weed in classes a ent reports. Th Read the mat ae of a small cl	vill a and e co eria ass	amount to 90 hou the standard self- ourse is open to s	rs of study in to -study time requ tudents from ar tributed in adva focus on dialogs	tal. The uired fo ny depa nce, an	ese hours i r pre-study rtment. Cl d understa	nclude the learning time y / review, and completing asses will be taught as simply as and the content well. Taking	
Charact	eristics o	of Class /	Division in	Lea	arning					
□ Active	Learning		☐ Aided by	IC.	Т	☐ Applicable t	o Rem	ote Class	☐ Instructor Professionally Experienced	
Course	Plan									
200.00			Theme				Goals			
	1st	Know the dang regions (1) Know man-ma Learn the expe earthquake dis	ide eriei sast	and disasters of and natural disasi nces of and lessor ers such as the G ne Great East Japa	ters. ns from reat Hanshin	Can ex	oplain the outline disas	experiences of and lessons from ters.		
2nd Semeste Quarter 2nd		regions (2) Learn the expedisasters such which occur m In light of disa	erie as ore ster	s and disasters of nces of and lessor floods caused by frequently than e 's in cities and rec n disaster preven	ns from natural heavy rain, earthquakes. gions,	Can ex natura rains.	γplain the ε I disasters	experiences of and lessons from such as floods caused by heavy		
r L c 3rd L (disaster prever Learn about ph (land use pland the developme	eduction. earn about safe and secure town planning with isaster prevention, etc. in mind (1) earn about physical plans for town planning land use planning and space development) and			secure	Can explain the hard measures for safe and secure town planning with disaster prevention, etc. in mind.		

						-			
		4th	Learn about safe a disaster preventior Learn about soft m public relations, ar strengthening hum capabilities. Exchange opinions	n, etc. in mind (2 neasures such as nd community de nan disaster prev) information, velopment for ention	Can explain the town planning wind.		for safe and secure vention, etc. in	
		5th	Design safe and se Study physical plar cases on landfills ir urban suburban ar cases in establishe opinions.	ecure cities and tons for new urban coastal areas, reas, and space d	owns development nade land in evelopment	Can explain the design of safe and secure cities and towns.			
		6th	Development of so support safe and s Learn about hard a earthquakes and o facilities, which are facilities. Exchange opinions	ecure cities and t and soft measure ther disasters at e representative o	Can explain the infrastructure fa secure cities and				
		7th	Development of so support safe and s Learn about hard a disaster prevention facilities, which are prevention facilities Exchange opinions	ocial infrastructure ecure cities and to and soft measure and reduction a representative of s.	e facilities that cowns (2) s for flood t river of disaster	Can explain the infrastructure fa secure cities and			
		oui	The process of dev facilities Learn about the co facilities, operation planning and decis management. Touch on business and environmental	oncept of social in nalization and ope ion-making, cons	nfrastructure erating bodies, struction, and	Can explain the infrastructure fa		eloping social	
		9th	River facilities (1) Learn and exchang approaches to rive maintenance with environment in mir Invite practitioners as necessary.	ge opinions about r planning, devel disaster preventi nd.	opment, and on and the	Can explain river planning, development, and maintenance.			
		10th	River facilities (2) Learn and exchange and approaches to practical approach possible flood zone Invite practitioners as necessary.	general water co es such as how to es and create haz	ontrol and o draw ard maps.	Can explain the general water c		d approaches to	
		11th	Road facilities Learn and exchang approaches to road maintenance with environment in mil Invite practitioners as necessary.	d planning, devel disaster preventi nd.	opment, and on and the	Can explain the maintenance of	planning, deve road facilities.	lopment, and	
	4th Quarter	12th	facilities to work. L about practical app planning for water	ter facilities ntenance is important for social infrastructure lities to work. Learn and exchange opinions ut practical approaches to asset management nning for water facilities that provide a tainable supply of water.			Can explain water facility asset management.		
		13th	Ports, fishing ports Learn and exchang approaches to port with measures aga disaster prevention mind. Invite practitioners as necessary.	ge opinions about t planning and de hinst longshore di n in fishing ports	practical evelopment rift and coasts in	Can explain por and measures a		cility construction s.	
		14th	Residential land, K (landfill) As the most familia residential land saf As a large-scale so introduce the cons International Airpo	ar ground, learn a fety, and exchang icial infrastructure truction process	Can explain residential land safety and the construction of made land.				
		15th	For construction er the future Talk about career porganization, and r Explain the assignr	paths by future c messages for und	ourse and derclassmen.	Can explain the who will lead so	role of constructions role of constructions are the constructions	ction engineers ire.	
			No final exam						
Evaluation			Veight (%)	Donost	Doha: ::-::	Doubt-1:-	Oth - ··	Tabel	
Subtotal	0 0	amination	Efforts 50	Report 50	Behavior 0	Portfolio 0	Other 0	Total 100	
Jastotai			155	1	1 -		15	1100	

Basic Proficiency	0	0	0	0	0	0	0
Specialized Proficiency	0	50	50	0	0	0	100
Cross Area Proficiency	0	0	0	0	0	0	0

Д	kashi Co	ollege	Year	2021		Course Title	Planning of Living Environment		
Course	Informa	tion	'	1		1			
Course Co	ode	0037			Course Categor	y Specia	lized / Elective		
Class For	mat	Lecture			Credits	Academic Credit: 2			
Departme	ent	_	ure and Civil Eng	ineering	Student Grade				
Term		First Sem	nester		Classes per We	ek 2			
Textbook Teaching	and/or Materials								
Instructo	r	KUDOH k	(azumi,MOTOZUI	KA Tomoki					
Course	Objectiv	es es							
2. Can ex 3. Unders	plain the r stand the h	relationship nistorical cha	eristics of living s between living sp anges of living sp nning issues. (H	paces and environi aces and the cont	mental character emporary issues	ristics. (A) . (A)			
Rubric									
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		Understand an local character spaces.	d can explain the istics of living	Understand the characteristics of		Do not understand the local characteristics of living spaces.		
Achievem	nent 2		Can explain th between living	spaces and characteristics	Can explain the between living environmental of	spaces and '	Cannot explain the relationship between living spaces and environmental characteristics.		
Achievement 3			Understand an	d can explain the	Understand the changes of livin contemporary is	g spaces and	the changes of living spaces and the contemporary issues.		
			Can consider li planning issue perspective.	ving space s from a unique	Can consider liv	ving space	Cannot consider living space planning issues.		
Assigne	d Depar	tment Ob			•				
			· 標 (B) 学習・教育	目標 (H)					
Teachin	g Metho	od							
Outline		lundersta	nd living spaces.	housing around the aim is to und bly these things to	erstand the histo	orical processe	d local characteristics as clues and es and cultural diversity of living		
Style		be taugh Rather th diverse p students. Students	t by Mototsuka a lan just one-way erspectives rega will visit tradition	nd Kudo. lectures from tead rding living spaces	chers, students v through discuss	will consider v sions between	n weeks 11 to 15. Weeks 7 to 10 will various forms of housing and develop faculty members and other red, and analyze them from unique		
Notice		guarante assignme	ed in classes and ent reports.	amount to 90 hou the standard self more of classes v	-study time requ	ired for pre-s	ars include the learning time tudy / review, and completing grade.		
Charact	eristics		Division in Le						
	Learning		☐ Aided by IC		☐ Applicable to	o Remote Cla	□ Instructor Professionally Experienced		
Course	Plan	 							
	1	1 1	Theme			Goals			
		1st		th birth and forms of em based on regio	nal		he birth and forms of housing and rystem based on regional		
			and consider the	sian housing North and East As relationship betwo d housing, and roo	een the	housing and	cases of North and East Asian consider the relationship between body and housing, and roofs and		
Semeste Quarter		3rd	and consider the	h Asian housing Central and South relationship betwo I decoration and h	Asian housing een community	housing and	cases of Central and South Asian consider the relationship between nd housing, and decoration and		
		4th		ng West Asian housir al structure the vill	ng and consider	Can analyze of consider the space.	cases of West Asian housing and homes' spatial structure the village		
		5th /	European housing Analyze cases of kitchen, toilet, ar	European housing	and consider		cases of European housing and nen, toilet, and bathroom spaces.		
				itchen, toilet, and bathroom spaces. reparation for off-campus class (visit to a raditional-style house)			Can pre-study the features and local characteristics of the traditional buildings that will be visited. Can determine the points of the visit and analysis methods.		

Off-campus class (visit to a traditional-style house) Can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and Off-campus class (visit to a traditional-style Off-campus class (visit to a traditional-style Can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and can analyze the spatial structure of spaces.	actual living traditional-		
Off-campus class (visit to a traditional-ctyle) Can analyze the spatial structure of	preserved.		
8th Spaces after visiting facilities where	Can analyze the spatial structure of actual living spaces after visiting facilities where traditional-style houses have been moved and preserved.		
9th Off-campus class (visit to a traditional-style house) Can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and	traditional-		
10th Off-campus class (visit to a traditional-style house) Can analyze the spatial structure of spaces after visiting facilities where style houses have been moved and	actual living traditional-preserved.		
African housing Analyze cases of African housing and consider their family and living spaces. Can analyze cases of African housing their family and living spaces.	g and consider		
North American housing Analyze cases of North American housing and consider colonies and living spaces, and disasters and housing. Can analyze cases of North America consider colonies and living space, a and housing.			
Latin American housing Analyze cases of Latin American housing and consider temporary housing spaces. Can analyze cases of Latin American consider temporary housing spaces			
Oceania housing Analyze cases of Oceania housing and consider its local characteristics. Can analyze cases of Oceania housi consider its local characteristics.	Can analyze cases of Oceania housing and consider its local characteristics.		
Summary, review, and discussion Summarize the entire course. Deepen understanding through exchanging opinions, Q&As, and discussions. Summarize the entire course. Unde exchanging opinions, Q&As, and discussions.			
16th Final exam			
Evaluation Method and Weight (%)			
Examination Presentation Report Total			
Subtotal 60 20 20 100			
Basic Proficiency 0 0 0			
Specialized Proficiency 60 20 20 100			
Cross Area Proficiency 0 0 0			

А	kashi Co	llege	Year	2021		Course Title	Structural Design in Architecture				
Course :	Informat	tion									
Course Co	ode	0038			Course Categor	ry Special	ized / Elective				
Class Forr	mat	Lecture			Credits	Acaden	nic Credit: 2				
Departme	nt	Architect	ure and Civil Engi	neering	Student Grade	Adv. 2r	nd				
Term		First Ser	nester		Classes per We	eek 2					
Textbook Teaching											
Instructor		KAKUNO	Yoshinori								
Course	Objectiv	es									
(2) Can co according (3) Can p	onduct ma to a select roduce a s	in structura ted structu tructural m	al planning and ba ral format and pre odel, perform load	sic design (creatir	ng sketches and ing and education oppropriate load	CAD drawings	ing and educational goal [D]) for models) for a structure and summarize and present a typical				
Rubric											
			Ideal Level		Standard Level		Unacceptable Level				
Achievem	ent 1		Can appropriate research, and particular form case examples.	présent various ats, including	Can study, resepresent various formats, includexamples.	s structural	Cannot study, research, and present various structural formats, including case examples.				
Achievem	ent 2		present main s	ely conduct and tructural asic design for a	Can conduct ar structural planr design for a str	ning and basic	Cannot conduct and present main structural planning and basic design for a structure.				
Achievement 3			Can appropriate and present a toperformance extructure.	:ypical	Can summarize typical perform for a structure.	ance evaluatio	Cannot summarize and present a typical performance evaluation for a structure.				
 Assiane	d Depart	ment Ob	-				<u>'</u>				
] 標 (F) 学習・教育[目標 (H)							
	g Metho		, , , , , , , , , , , , , , , , , , , ,								
Using kno theory and based on understan design (cr produce a			nd concept of stru n making things. T nd their character create sketches ar	ctural design, studins means that the strict t	dents will practi ey will study an vith this, each gr or model produ	ce the structur od research var roup will condu ction) for the a	rials, structural formats, and the al design process on a small scale ious structural formats, and ict structural planning and basic issignment structure. Students will be tests and analysis to verify the				
Style		Classes	ill be held in a lecture style.								
Notice		guarante assignme including	eed in classes and ent reports. Stude examples of build	the standard self-	study time required in the study time required in their group in their group	uired for pre-st gather a wide i p's structural d	rs include the learning time udy / review, and completing range of the latest materials, esign for the assignment structure. grade.				
Charact	eristics o	of Class /	Division in Lea	arning							
☐ Active	Learning	,	☐ Aided by IC	Т	□ Applicable t	o Remote Clas	s Instructor Professionally Experienced				
					<u> </u>	<u> </u>					
Course	Plan										
			Theme			Goals					
		1st	Assignment expla Assignment expla	nation nation			signment. Can discuss the various nats that one is responsible for.				
		2nd	Research and stud In groups, study a formats and design	dy (1) and research the s in methods of trus plates, domes, etc	sses, frames,	Can research	and summarize structural formats, ds, etc. for various structures.				
			Research and stud Same as above	•			and summarize structural formats, ds, etc. for various structures.				
Semeste Quarter		4th	Research and stud In groups, presen research findings.	t and discuss stud	ly and		tudy and research findings and				
		5th	research findings. assignment struct	t´and discuss stud In addition, selec ure.	t an	Can select an assignment structure.					
		6th	use, scale, structi design (creating a	g and basic desig I planning (includi Iral materials, etc. Ind analyzing sket els, and quantitati Ir the assignment	.) and basic ches and CAD		tructural planning and basic design ment structure.				
				g and basic desigi			tructural planning and basic design ment structure.				

		8th	Structural planning an Same as above	d basic design (3)	Can conduct structural for the assignment stru	planning and basic design cture.
		9th	Structural planning an In groups, present an planning and basic destructure.	d basic design (4) d discuss the structural sign for the assignment	Can present and discuss and basic design for the	s the structural planning e assignment structure.
		10th	Structural planning an Same as above, and in appropriate test meth	n addition, examine	Can examine appropriate	te test methods.
		11th	Model production and In groups, produce an designated materials. photos)	testing (1) Id record a model using the (Dimensions, weight, and	Can produce and record designated materials.	d a model using the
	2nd Quarter	12th	Model production and Same as above	testing (2)	Can produce and record designated materials.	d a model using the
	,	13th	Model production and Same as above, and comethods, measuring r	reate a test plan. (Loading	Can create a test plan.	
		14th	Model production and Conduct a load test fo measure and record v	r a structural model and	Can conduct a load test various data.	and measure and record
		15th	Model production and In groups, create reportant test results and colored and discuss them.	testing (5) orts on the model production considerations, and present	Can create reports on n results and consideration discuss them.	nodel production and test ons, and present and
		16th	No final exam			
Evaluation Method and Weight (%)		d Weight (%)			_	
			Case study	Basic design	Modeling & experiment	Total
Subtotal	Subtotal 3		30	30	40	100
Basic Proficiency)	0	0	0
Specialized Proficiency			30	30	40	100

Akashi College			Year	2021		Course Title	Practice of Regional Planning II		
Course	Informa	tion							
Course Co	ode	0039	Course Catego			y Speciali	zed / Elective		
Class Forr		Seminar			Credits	School	Credit: 2		
Departme	ent		re and Civil Eng	gineering	Student Grade	Adv. 2n	d		
Term		First Seme	ester		Classes per Wee	ek 4			
Textbook Teaching									
Instructor	-	KUDOH Ka	azumi						
Course	Objectiv	es							
1) Unders 2) Can co 3) Can co manner.	stand the i me up wit mplete the	ntention beh h multiple id e requested o	ind the competi eas, review the details by the do	ition's set tasks, ar m, and be able to ue date, and comn	nd accurately unc finally put them t nunicate about th	lerstand its ba together in one ne submission	ckground and purpose, etc. e idea. to people in an easy-to-understand		
Rubric			_						
			Ideal Level		Standard Level		Unacceptable Level		
Achievem	ent 1		Accurately und intention behind competition's	nd the	Roughly unders intention behind competition's se	the	Do not understand the intention behind the competition's set task.		
Achievem	ent 2		Can come up ideas, review put them toge	with multiple them, and finally other in one idea.	Can come up w summarize it.	ith one idea ar	Cannot come up with any ideas, nor come up with and review multiple ones and finally put them together in one idea.		
Achievem	ent 3		Can accurately the contents of to people.	y communicate of the submission	Can communica of the submission		Cannot communicate the contents of the submission to people.		
Assigne	d Depar	tment Obj	ectives						
学習・教育	育目標 (E) 🖰	学習・教育目標	₹ (F)						
Teachin	g Metho								
Outline		The aim o	f this course is k for the KOSEI	to make use of wh N Design Competit	nat students have ion .	learned in the	e specialized subjects and to work		
Style		All studen	ts taking the co		task details, and	then create pr	oposals individually or in groups.		
Notice				•			gn Competition and submit the gible for a passing grade.		
Charact	eristics o		Division in Le				<u> </u>		
☐ Active			☐ Aided by ICT ☐ Applicable to Remote Class ☐ Instructor Profession Experienced						
_									
Course	Plan	T T							
			heme			Goals			
			rientation ask description	and making group	os I	Understand the course content.			
		2nd T	ask analysis			Can analyze the task and properly understand the its intent.			
		3rd G	athering materi	ials related to the	task	Can gather the relevant materials.			
	1st	4th G	athering materi	ials related to the	task	Can gather the	elevant materials.		
	Quarter	5th A	pproach decisio	ons		Can decide an	approach for the task.		
		6th C	oncepts and ide	ea creation		Can create concepts and ideas.			
		7th C	oncepts and ide	ea creation			ncepts and ideas.		
		8th Ir	nterim presenta resent ideas	tion:	Į į	Can communicate one's own thoughts to people in an easy-to-understand manner and can properly answer questions, etc.			
1st Semeste		9th (§	Structure) Designatial and Envi	gn and production ironmental) Drawi	ng creation	Can create a drawing that meets the specifications for the final submission.			
•		10th \(\frac{5}{5}	Structure) Designatial and Envi	gn and production ironmental) Drawii	ng creation	Can create a drawing that meets the specifications for the final submission.			
		11th (§	tructure) Design and production patial and Environmental) Drawing creation			Can create a drawing that meets the specifications for the final submission.			
	2nd Quarter	12th	Structure) Designatial and Envi	ructure) Design and production atial and Environmental) Drawing creation			Can create a drawing that meets the specifications for the final submission.		
		13th (§	Structure) Designatial and Envi	gn and production ironmental) Drawii	ng creation	Can create a d specifications f	rawing that meets the or the final submission.		
		14th R	eview sessions		ļi	Can communicate one's own thoughts to people in an easy-to-understand manner and can properly answer questions, etc.			
		15th B	rushing up			Can create a d	rawing that meets the or the final submission.		
		16th N	o final exam						
Evaluati	ion Meth	od and We	aight (%)						

	Final deliverables	Presentation	Report	Total
Subtotal	80	10	10	100
Basic Proficiency	10	0	5	15
Specialized Proficiency	40	0	5	45
Cross Area Proficiency	30	10	0	40

Akashi College		ollege		Year	2021		Course C Title		Construction Theory for Human-Environment	
Course	Informa	tion								
Course Co		0040				Course Catego	ry	red / Elective		
Class Format Lecture			Credits			Credits			ic Credit: 2	
Department Architectu		ure ar	nd Civil Engi	neering	Student Grade		Adv. 2nd	<u></u>		
Term Second S			Semes	ster		Classes per We	eek	2		
Textbook Teaching										
Instructor		OTSUKA	Takeh	hiko						
Course	Objectiv	es								
author's ii (2) Under (3) Nurtui	ntentions i stand desi re "awarer	n an easy-t gn process ness" and a	o-und basics unive	derstand ma s from barri ersal mindse	nner (E) er-free to univers	al and inclusive	design	(A,H)	ry, and explain and present the onment in barrier-free and	
Rubric										
			Ide	al Level		Standard Level			Unacceptable Level	
Achievem	ent 1		and	n fully explai d methodolo sign.	n the concept gy of inclusive	Can explain the methodology of design.	e conce of inclus	ept and sive	Cannot explain the concept and methodology of inclusive design.	
Assigne	d Depar	tment Ob	jecti	ves						
) 学習・教育[目標 (H)					
	g Metho									
Outline	<u>, </u>	Born in t those wit charity o become i this cours	in the UK, inclusive design is a method of actively incorporating users into the design process such as e with disabilities and the elderly. It is introducing designs in collaboration with civic activity groups, ity organizations, and companies, that consumers with special needs, will not feel inferior and that can me mainstream in the market. In a broad sense, the concept is very close to universal design. The aim of course is to introduce the concept of inclusive design and similar concepts surrounding it, and to learn it its foundations (15 weeks).							
Style		field visit	rse will focus on a lecture- and discussion-style format with the people concerned, and there will be ts from time to time where students can deepen their understanding. The relevant materials used in ures will be distributed as and when.							
Notice		guarante	This course's content will amount to 90 hours of study in total. These hours include the learning time guaranteed in classes and the standard self-study time required for pre-study / review, and completing assignment reports. Students who miss 1/3 or more of classes will not be eligible for a passing grade.							
Charact	eristics o	of Class /	Divis	sion in Le	arning					
□ Active		,	☐ Aided by ICT ☐ Applicable to			o Rem	ote Class	☐ Instructor Professionally Experienced		
Course	Plan									
		-	Them	е			Goals			
		1st	Give a appro enviro enviro object	an overview aches towar onment that onment syst	ond barrier-free of an archive of grd creating an accall people can useem. Outline the configuration awar iscussion.	essible e in a human- ourse	Understand an overview of global accessible design approaches in human-environmental systems.			
		2nd	Descri	ibe how to e	human-environm examine design as ent systems.			explain how to examine design aspects in an-environment systems.		
2nd Semeste r	3rd Quarter	3rd	by WF Explai that w that it assign class a	HÒ in the idea o vas advocate t is caused b nment in Ene	dvantages), an id of ICIDH (social di- ed by WHO and the y impaired physic glish will be given e translated into J	sadvantages) ne perception cal function. An at the end of	Can e advoc	Can explain the ICIDH (social disadvantages) advocated by WHO.		
		4th	The 20 Functi Descri disabil which comm	001 Interna ioning, Disal ibe the need lities" and e have been nonly by con	tional Classificatic bility and Health (I to reconsider "p Iderly people's "lif solved and respor ventional medical uss various disab	ICF) eople with estyle models," nd to models.			e International Classification of sability and Health (ICF).	
		5th			design? I design principles	and specific	Can e exam		versal design concepts and specific	
		6th	Techn Train o and po	nology on barrier-fi	rogo Institute of A ree environments , focusing on acce	in residential	Understand welfare equipment in residential and public spaces, barrier-free home remodeling, and barrier-free housing.			

	7th	various users' beh utilizing the UD m	navioral character natrix by the Inter	istics by national	Can describe various users' behavioral characteristics using the UD matrix.			
	8th	engineering Explain about dire	ect behavior obser	rvation	Can explain about behavior observation methods by human-environmental systems.			
	9th	engineering Practice behavior	observations by h		Practice behavior observations and understand their techniques.			
	10th	Ivalue of products	and services by t	argeting	Can explain kansei-driven value design.			
	11th	Explain the Helen	Hamlyn Centre fo	or Design's	Can explain design process by inclusive design.			
4th Quartei	- 12th	Inclusive design E Read English docu	inglish reading 1 uments and discus	ss the content	Can explain the content of English documents about inclusive design.			
	13th	Inclusive design E Read English docu	inglish reading 2 uments and discus	ss the content	Can explain the content of English documents about inclusive design.			
	14th	method Use the inclusive	design method to	3	Can research using the inclusive design method.			
	15th	method Propose designs u	ısing the inclusive	e design	Can propose specific designs using the inclusive design method to address the challenges for the people concerned.			
	16th	Final exam						
on Me	thod and \	Weight (%)	T			1	1	
E	xamination	Presentation	Mutual Evaluations between students	Behavior	Report	Other	Total	
Subtotal 7		0	0	0	30	0	100	
, ()	0	0	0	0	0	0	
d -	70	0	0	0	30	0	100	
a /)	0	0	0	0	0	0	
	On Me	8th 9th 10th 11th 11th 12th 13th 14th 15th 16th on Method and V Examination 70 70 70 70 70 70 70 70 70 7	Tearn about under various users' beh utilizing the UD massociation for Urice and the Up massociation for	Cearn about understanding and use various users' behavioral character utilizing the UD matrix by the Inter Association for Universal Design (I/O)	Company of the content of the cont	Can describe various users' behavioral characteristics by utilizing the UD matrix by the International Association for Universal Design (IAUD). Behavioral observation methods using observation engineering Explain about direct behavior observation methods by human-environmental systems. Behavioral observations by observation engineering Practice behavior observations of their techniques environmental systems. Behavioral observations by observation engineering Practice behavior observations by human-environmental systems. What is kansei-driven value design? Explain "kansei value" that increases the apparent value of products and services by targeting consumers' sensibility to make them relate to and feel emotional. Examples of innovation with inclusive design Explain the Helen Hamlyn Centre for Design's design prosess by inclusive design at the Royal College of Art. 12th	Can describe various users' behavioral characteristics by utilizing the UD matrix by the International Association for Universal Design (IAUD). Behavioral observation methods using observation engineering Explain about direct behavior observation methods by human-environmental systems. Behavioral observations by observation engineering Practice behavior observations by human-environmental systems. Behavioral observations by observation engineering Practice behavior observations by human-environmental systems. What is kansei-driven value design? Explain "kansei value" that increases the apparent value of products and services by targeting consumers' sensibility to make them relate to and feel emotional. Examples of innovation with inclusive design Explain the Helen Hamlyn Centre for Design's design process by inclusive design at the Royal College of Art. 12th Inclusive design English reading 1 Read English documents and discuss the content Design proposals with the inclusive design Can explain the content of Englis about inclusive design. 1sth Propose designs using the inclusive design method Use the inclusive design method Use the inclusive design method to address the challenges for the people concerned. Design proposals with the inclusive design method to address the challenges for the people concerned. 16th Final exam Presentation Presentatio	

Akashi College		ollege		Year	2021			Course Title		
Course	Informa	tion								
Course Co	ode	0042				Course Catego	ry	Specialize	ed / Elective	
Class Forr	mat	Seminar	Seminar					Academic	Credit: 2	
Departme	ent	Architect	Architecture and Civil Engineering					Adv. 2nd		
Term		Second 9	Semeste	r		Classes per We	eek	2		
Textbook Teaching										
Instructor	r	MIZUSH1	IMA Aka	ne						
1) Unders 2) Unders 3) Can ex	Objective stand the obstand each opin	characterist	ics of Ja city's cha probler	panese o anges an ns that J	ities based on the d their characteris apanese cities are	climate, nature, tics. facing today.	cultur	e, and oth	er elements of the land.	
Rubric			1			<u> </u>			T	
			Ideal			Standard Level			Unacceptable Level	
Achievem	nent 1		of Jap clima other while	oanese ci te, natur element	ne characteristics ties based on the e, culture, and s of the land, to differences untries.	Can explain the of Japanese cit climate, nature other elements	ies bas	sed on the	Cannot explain the characteristics of Japanese cities based on the climate, nature, culture, and other elements of the land.	
Achievem	ient 2		city's chang	formation	ach Japanese on process and its referring to their	Can explain eacity's formation changes.			Cannot explain each Japanese city's formation process and its changes.	
Achievem	ent 3		proble	express of the contract of the	pinions on the Japanese cities ay.	Can explain the Japanese cities today.	e probl are fa	ems that icing	Cannot explain the problems that Japanese cities are facing today.	
		tment Ob			5日無 (L)					
		学習・教育目	⅓倧 (F) 写	一当・教育	日信 (H)					
reacnin	ig Metho									
Outline		The obje	ectives o citv's e	f the cou stablishn	rse are to understa	and that there a elv analvze a citv	re influ from	iences sucl a wide ran	lyze their formation and changes. n as history, climate, culture, etc. ge of perspectives, and finally, n perspectives.	
small re will be stateme Style require society			are mainly conducted through lectures, presentations, and discussions. Students will be assigned eports at the end of each lesson, and report assignments according to the lesson progress. Evaluation based on a comprehensive judgment of the submission of these reports, presentation attitude, ent content, etc. There will be no exams. To achieve this course's objectives and aims, students are d to do the following self-study outside of classes: 1) Pre-study the backgrounds (culture, politics, etc.) for the eras that will be covered in class; 2) be interested in a nearby city, use materials to h its history, and actually visit it to see the traces; and 3) read the relevant literature and books.							
		1993, ed	te books: City History Illustration Collection Editorial Committee. "Toshishizushu" (Shokokusha), dited by Hiroyuki Suzuki et al. "Series, Toshi, Kenchiku, Rekishi" University of Tokyo Press, etc. rse's content will amount to 90 hours of study in total. These hours include the learning time							
Notice		guarante	rse's content will amount to 90 hours of study in total. These hours include the learning time eed in classes and the standard self-study time required for pre-study / review, and completing ent reports. Students should ensure that they have fully prepared beforehand for discussions and ations in class.							
Charact	eristics	of Class /	Division	on in Le	earning					
□ Active	Learning		□ Ai	ded by I	СТ	☐ Applicable t	o Remote Class		☐ Instructor Professionally Experienced	
Course	Plan									
			Theme				Goals			
		1st	Orientat Explain				Understand and can explain to others how to proceed with the class, how its evaluated, and what the goals are.			
		2nd	Ancient cities of Japan Establishment and transformation Heiankyo.					tal cities.		
		2rd	Modern	cities of	Japan nd development of	Edo	Can explain the characteristics of a modern city.			
2nd Semeste	3rd	1+h	Moderni	zing citie lo to Tok			xplain the rnization.	e characteristics of Tokyo's		
r	Quarter	5th	Moderni Transfei	zing citie of the c	s (Kyoto) apital and three m	ajor projects	Can explain the characteristics of Kyoto's modernization.			
		C+b	Moderni	zing citie	s (Kobe) Port and settleme		Can explain the characteristics of the port city of Kobe.			
		1				dential areas		Can explain the development of suburban residential areas by electric railway companies.		
		7th	Develop	ment of	suburban residenti suburban residenti ompanies	ial areas ial areas by				

		9th		Cities and disasters Kobe and the Great Hanshin Earthquake.			Can explain the history of the city that has faced disaster.			
		10th	The multicult Co-existence	ural city of K with foreign	Cobe ers	Understand the characteristics of Kobe, where Japanese people and people from other countries have been co-existing.				
		11th	Formation pro Reveal the his literature and	ocess of a ne story of a ne field survey	earby city earby city through 's.	Can decide a target city for one's investigation and study its changes.				
	4th Quarter	12th	Presentations Present the c	ontent studi	ed and discuss it.	Can explain the content studied in a way that is easy to understand and briefly answer questions on it.				
		13th	Tour 1 Visit a nearby	historied ci	ty		Can notice traces of history that remain in the city			
		14th	Tour 2 Visit a nearby	historied ci	ty		Can notice traces of history that remain in the city			
		15th	Summary Based on clas	ses, conside	sider future issues for cities		Can express opinions on problems that cites face today, while reviewing classes.			
	16		No final exam	1			No final exam			
Evaluati	ion Meth	od ar	nd Weight (%)							
			Short report	Fin	al Assignment	Р	resentation	Total		
Subtotal			30	60		1	.0	100		
Basic Proficiency			5			5	·	20		
Specialize	d Proficier	су	15	40		5	i	60		
Cross Area Proficiency			10			lo	1	20		