

# JUNTENDO UNIVERSITY FACULTY OF INTERNATIONAL LIBERAL ARTS

We believe it is our mission to cultivate true global citizens who have the spirit and skills needed to contribute to the health and happiness of all humanity. We will work hard to pass on our tradition of professional excellence and dedication to service to all of our students to make the world a better place.

2022 FACULTY GUIDEBOOK

BE A GLOBAL CITIZEN



JUNTENDO UNIVERSITY  
FACULTY OF INTERNATIONAL LIBERAL ARTS

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順天堂大学 国際教養学部

JUNTENDO UNIVERSITY FACULTY

OF INTERNATIONAL LIBERAL ARTS

# BE A GLOBAL CITIZEN

Here at Juntendo University, we strive to cultivate truly global citizens who resolve problems from a global perspective, by utilizing the spirit of “*jin*” (benevolence) and focusing on health, social issues, and communication across cultures.

Rather than simply setting out for the countries where problems are occurring and attempting to face the crucial issues being dealt with there, we strive to understand the reasons behind them, what is required to solve them, and more importantly, who it is we are trying to help. In the Faculty of International Liberal Arts at Juntendo University, our students work hard to develop the ability to empathize with others. We see it as our mission to lend our full support to those who seek to give aid to others in need regardless of national borders.

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[ Message from the CEO ]

# Today's world requires a wealth of education and specialized knowledge.

Founded in 1838 during the late Edo period, Juntendo University is the oldest educational institution for Western medicine in Japan. Over the years, we have worked hard to develop individuals who can contribute to others' health through medicine, nursing, and sports. Now, however, as newly prosperous countries emerge and the world's population increases, old paradigms are being set aside. Today's world demands people with specialized skills, a wide range of knowledge, and a flexible mindset.

To respond to the needs of this age, in April 2015, on the occasion of the 175<sup>th</sup> anniversary of its founding, Juntendo University inaugurated the Faculty of International Liberal Arts. Guided by the principles of *jin* and internationalization, we seek to cultivate educated individuals who can care for others in the spirit of *jin* (benevolence), as they play active roles in international society.



Hideoki OGAWA, CEO



## *Jin, the Spirit of Benevolence*

*Jin* is the belief that I exist because you exist.  
It is the spirit of thinking of others and caring for others.

*Jin is the motto of Juntendo University and the conviction the University has held since its inception.*

*It is the keyword that forms the basis of education at Juntendo University and its raison d'être as a university. Jin is the spirit of acting not for oneself but always in consideration, understanding, and respect for the feelings and welfare of others. Jin is the knowledge that none of us can live in isolation.*

*People are born to help and support others. This conviction leads us to support the society we live in and grow as individuals.*

*This spirit of Juntendo University, nurtured and handed down through 183 years of history, lays the founding for the role you will play when you join the working world. It will be your unwavering guide as you make your way forward in the world, sometimes tackling challenges, sometimes pausing, but always looking ahead.*

## Philosophy | *Fudan Zenshin, Continual Advancement*

*Fudan Zenshin* means constant effort, never being satisfied with the status quo, always striving for ambitious goals.

We advocate a philosophy of cultivating physicians and medical practitioners who work hard to provide the best possible medical treatment, with a heart and spirit that understand the thoughts and suffering of patients and their families.

## Our Academic Principle | **The Three Non-Discriminations**

We seek out people with excellent achievements, regardless of nationality, gender or academic background, and provide them with opportunities to thrive.

At Juntendo University, we have established the firm academic principle of “the Three Non-Discriminations.” We appoint educators based on excellent achievements, regardless of nationality, gender or educational pedigree. Understanding and abiding by this principle enables everyone at Juntendo University to foster a spirit of solidarity as Juntendo students and faculty members, based on self-improvement, competition and mutual trust. In this way we can all carry out our educational and research activities informed by high ethical standards.

[ Message from the President ]

### A university that responds to the needs of modern society from the student's perspective

Juntendo University celebrated its 183rd anniversary in 2021. From the Edo period to modern times, it has played a vital role in each chapter of the history of medicine.

In April 2015, Juntendo University established the Faculty of International Liberal Arts to cultivate people capable of serving international society in the age of globalization. Today Juntendo University is a general healthcare university comprising six faculties, three graduate schools, and six hospitals, which contribute to society through education, research, and medicine.



Hajime ARAI, President

[ Message from the Dean ]

### Setting out into the world as a global citizen

Welcome to the Faculty of International Liberal Arts (FILA). FILA is a forum for study that is free, frank, international and diverse. In today's globalized world, multilateral, multifaceted exchanges are rapidly advancing. The world needs people with the strength to blaze a trail into the future while solving problems through respect for diverse values and world-views. Recognizing this need, Juntendo University's FILA aims to cultivate global citizens: people who have acquired a wealth of education, excellent foreign-language skills and global understanding, guided by the spirit of “*jin*” (benevolence), which is the spirit of thinking of and caring for others.



Yoichi KATO, Dean

# HISTORY OF JUNTENDO UNIVERSITY

Juntendo University will always address the great issues of humanity from a global perspective.

Guided by the principles of *jin* and internationalization, the Faculty of International Liberal Arts will deepen the sharing of its knowledge on the international level in the fields of medicine, sports and health sciences. Our core principle in this process is: “The spirit of thinking of others and caring for others—the spirit of *jin* in all things.” Our students will acquire an understanding of a variety of issues in the age of globalization and accumulate the necessary wisdom to communicate with people of different cultures while respecting the culture of Japan.



Founder

Taizen SATO [1804–1872]

Taizen Sato (1804–1872) studied Dutch medicine for three years in Nagasaki before taking up residence at Yagenbori, Nihonbashi, Edo (now Tokyo), in 1838. There Taizen established a school of Dutch medicine called Wadajuku. Soon thereafter, Taizen moved to Sakura, a city in the former province of Shimousa (now in Chiba Prefecture), where he opened a new school of Dutch medicine, called Juntendo. There his teaching focused on Western surgery, and numerous outstanding physicians graduated from the school.

- 1838 - Taizen Sato, the founder of Juntendo, opens a private Western medical school at Yagenbori, Nihonbashi, Edo, establishing Juntendo.
- 1843 - Taizen Sato opens Juntendo in Sakura Motomachi.
- 1875 - Juntendo is moved to Hongo, Yushima, in Edo (Tokyo).
- 1896 - The Nurse Training Institute (now the Faculty of Health Care and Nursing) is founded.
- 1951 - Juntendo Medical College is raised in status to Juntendo University. The Faculty of Physical Education (now the Faculty of Health and Sports Science) is founded.
- 1952 - The Department of Medicine, Faculty of Medicine is founded.
- 2004 - The Nurse Training Institute is reorganized as the Faculty of Health Care and Nursing.
- 2008 - The Juntendo University International Center (JUIC) is founded.
- 2009 - Century Tower is acquired by the University.
- 2010 - The Faculty of Health Sciences and Nursing is founded.
- 2015 - The Faculty of International Liberal Arts is founded.
- 2019 - The Faculty of Health Science is founded.
- 2022 - The Faculty of Medical Science will be founded (approved July 2021).
- 2038 - The University's 200th anniversary.



1838 - Taizen Sato opens Wadajuku, a school of Dutch medicine.

Taizen Sato establishes Wadajuku, a school of Dutch medicine, at Yagenbori, Edo (now 2-6-8 Higashi-Nihonbashi, Chuo-ku, Tokyo, within the precincts of Yagenbori Temple). This year is deemed to mark the date when Juntendo University was established.

1843 - Taizen Sato opens Juntendo, a school of medicine, in Sakura, Shimousa (now in Chiba Prefecture).

Wadajuku is moved from Edo to Sakura and renamed Juntendo. It is said of Taizen's achievement: “The advance of medicine is bearing fruit in the forest of Sakura.”



2015 - The Faculty of International Liberal Arts of Juntendo University is established.

The Faculty of International Liberal Arts opens. Through a curriculum focused on preparing students to be able to tackle a wide-range of activities in international society and to have outstanding communication skills, the Faculty aims to cultivate global citizens: people who can maintain their independence among the diverse values of international society, while living proactively and in harmony with those around them.

# 6

## Key Features

### Features of the Faculty of International Liberal Arts

Supported by *jin*, the spirit of benevolence, and a foundation of international education and medicine accumulated over many years, students at Juntendo University will acquire knowledge about health, an understanding of a wide range of issues related to the global age, and the ability to communicate with people of different cultures.



### A liberal arts education focused on three fields

The Faculty of International Liberal Arts establishes three fields of specialization: Intercultural Communication, Global Health Services, and Global Society. The Faculty cultivates true global citizens, capable of achieving solutions for the diverse range of issues in international society.

### Foreign-language instruction in small classes

Required courses in English in the first and second years are taught in small classes of 13 to 20 people. The University offers attentive individual support to students. In addition, we offer classes in a popular “collaborative learning” style, in which students study independently while helping each other to improve.



### Career support that upholds an outstanding employment rate

One key feature of the University is the strong emphasis we place on supporting graduates' job searches. Career education in more than six subjects is incorporated into core classes from the freshman year, taught by an outstanding corps of specialized instructors. The University lends its full support to students' career-design efforts, assisting each individual in following the course in life he or she desires.

### A full menu of overseas study programs

The University offers opportunities to gain deep experience of other cultures through overseas study programs. Juntendo University leverages its international network to offer exciting opportunities, such as interpreting for athletes at medical facilities and sporting events.

### An educational environment that fosters both knowledge and spirit

In an international society of diverse values, Juntendo University's spirit of *jin* (benevolence) is more important than ever. Linking the knowledge gained from a liberal-arts education to understanding other people and cultures is the essence of nurturing true global citizens.

### A full and engaging campus life

The Hongo/Ochanomizu Campus is located in Ochanomizu, which is both a traditional academic district and a vibrant area where you can feel the tempo of the changing times. This campus and its surroundings provide a rich and exciting campus life.



## FOREIGN LANGUAGE TEACHING

For details, please visit our website.



Juntendo University offers courses to instill foreign language skills. Our foreign-language educational programs are designed with the activities of global citizens in mind. For example, the English courses required in the first and second years are taught in small groups, with students assigned to classes based on their entrance examination results and TOEFL examinations taken at the time of admission.

### Features of Foreign-Language Education

#### Multilingualism to foster global citizens

Foreign-language education at Juntendo University enables students to learn English, the global language, which they need as global citizens, along with one other language.

##### Multilingualism

In the principle of multilingualism, students study two languages other than their native tongues, thereby setting up interactions between those languages that generate new linguistic communication skills. The Faculty of International Liberal Arts has embraced multilingualism, enabling students to study English and one other foreign language (Spanish, French or Chinese) using the same principles and methods.

##### A cultural linguistics approach

The purpose of studying foreign languages is to communicate with people of other cultures. In the Faculty of International Liberal Arts, this purpose is made clear in all instruction in English and the second foreign language.

##### A content and language integrated approach

The Faculty of International Liberal Arts does not teach foreign languages as an isolated skill. Rather, we provide instruction that links language to what students are studying, with the aim that students will express themselves in the foreign language as they study.

##### Collaborative Learning

Small classes are further subdivided into groups. Students help each other through collaborative learning, becoming autonomous learners in the process.

##### Counseling

Anyone can experience challenges in learning a foreign language. Students in the Faculty of International Liberal Arts can obtain counseling, confer with instructors and receive advice.

## Faculty Voices



### Instruction in English to cultivate global citizens

In the Faculty of International Liberal Arts, helping students to improve their English-language proficiency to pass qualifying exams such as the TOEFL examination is only the beginning. Our two-year English program cultivates global citizens who can navigate multicultural societies and develop their ability to think and express their own opinions in English. In Interactive International English, a first-year course, students strengthen their foundation in academic English. In English for Global Citizenship, a second-year course, they deal with more complex matters, including the United Nations' Sustainable Development Goals (SDGs). Class sizes are small, so students work closely with instructors and each other, prizing the experience of learning together.

Marcel VAN AMELSVOORT, Senior Associate Professor Yasuko YOSHINO, Associate Professor (L to R)

### Have you seen me on TV?

My name is Chloé Viatte. I teach French at Juntendo University. In 2020, the Faculty of International Liberal Arts was honored with the Minister of Education, Culture, Sports, Science and Technology's Excellent Organization Award for its training to pass the DAPF-Futsuken test in French-language proficiency. Classes in the French language are conducted with conversation as the main focus. Along the way, students acquire a set of "thinking tools." Students work together on language and cultural study and take part in three online exchange programs. Despite the difficulties, many students succeed in passing the DAPF-Futsuken. When you join the Faculty of International Liberal Arts, prepare for an exciting four years!



Chloé VIATTE HENMI, Associate Professor



### Discovering the fun of Spanish and the cultural diversity of the Spanish-speaking world

These courses are designed for university students who are learning Spanish for the first time, so the syllabus is arranged with the aim of enabling participants to communicate in Spanish. Native Spanish-speaking instructors and Japanese instructors put their respective strengths to work, devising creative approaches that place students in the lead role, so they can learn to their hearts' content. Join our classes to discover the magic of Spanish and the cultures of the Spanish-speaking world. ¡Vamos a aprender español!

Carlos TORRALBA, Lecturer Saori KOBASHI, Assistant Professor (L to R)

### If you wish, you can study Chinese continuously for four years.

Classes in Mandarin Chinese include small-group classes, as well as conversation classes led by native instructors, in the first and second years. In the third year, students learn advanced Chinese. Students who join a Chinese seminar can thereby complete a four-year study program, further honing their language skills. Through long-term overseas study and active participation in conversation circles, even beginners can realistically hope to reach HSK (Level 6) with 180 points or more. How far you progress is up to you. For native Japanese speakers, Chinese is generally considered a relatively easy language to learn, as both languages use the kanji writing system and similarities to Japanese in vocabulary and word order abound. Pronunciation can be more of a challenge, but students soon discover regular patterns of correspondence between Japanese and Chinese pronunciations. If you wish to know more, please feel free to listen in on a class.



Kenichi FUJIMOTO, Assistant Professor



# CURRICULUM

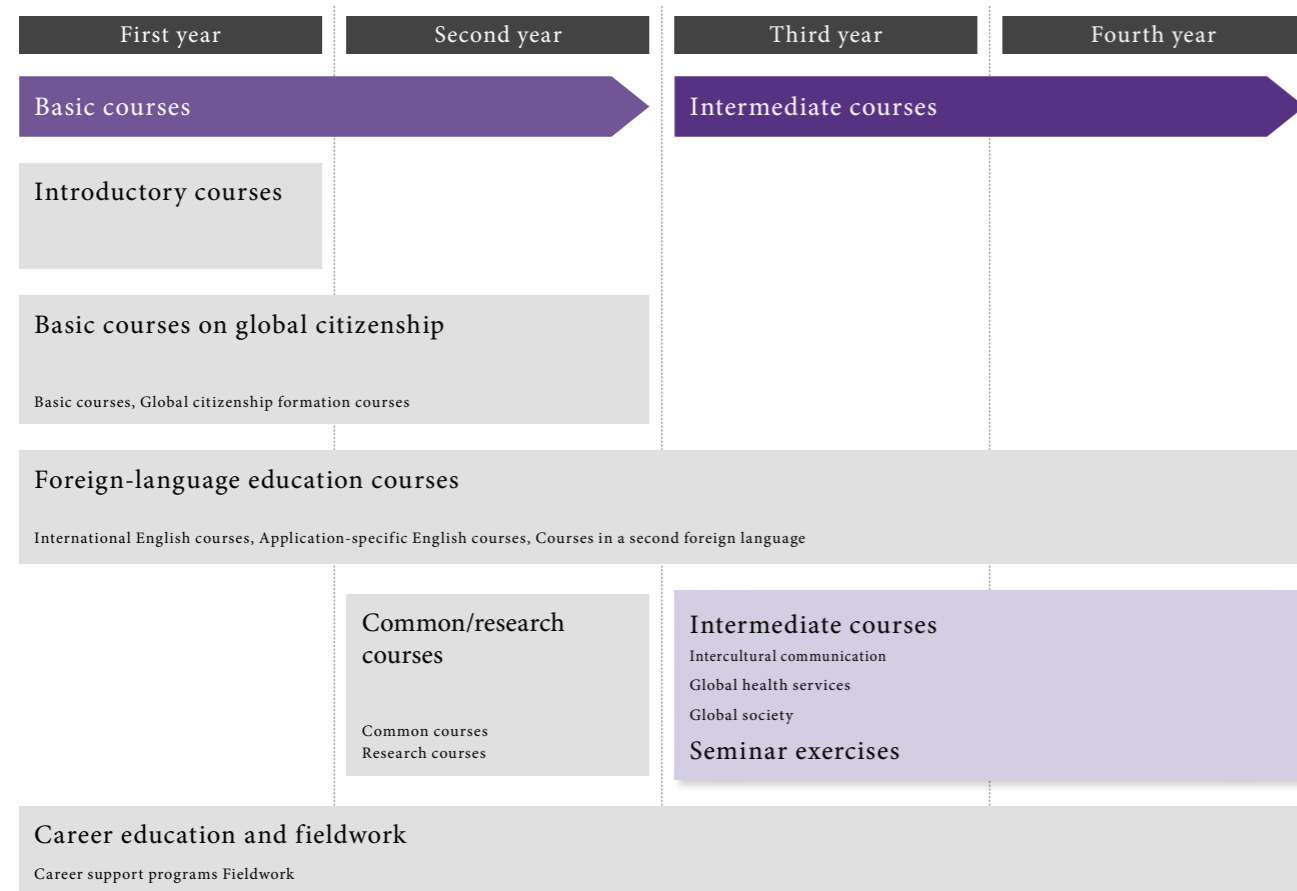
For details, please visit our website.



## Cultivating global citizens equipped with problem-solving skills and specialized knowledge

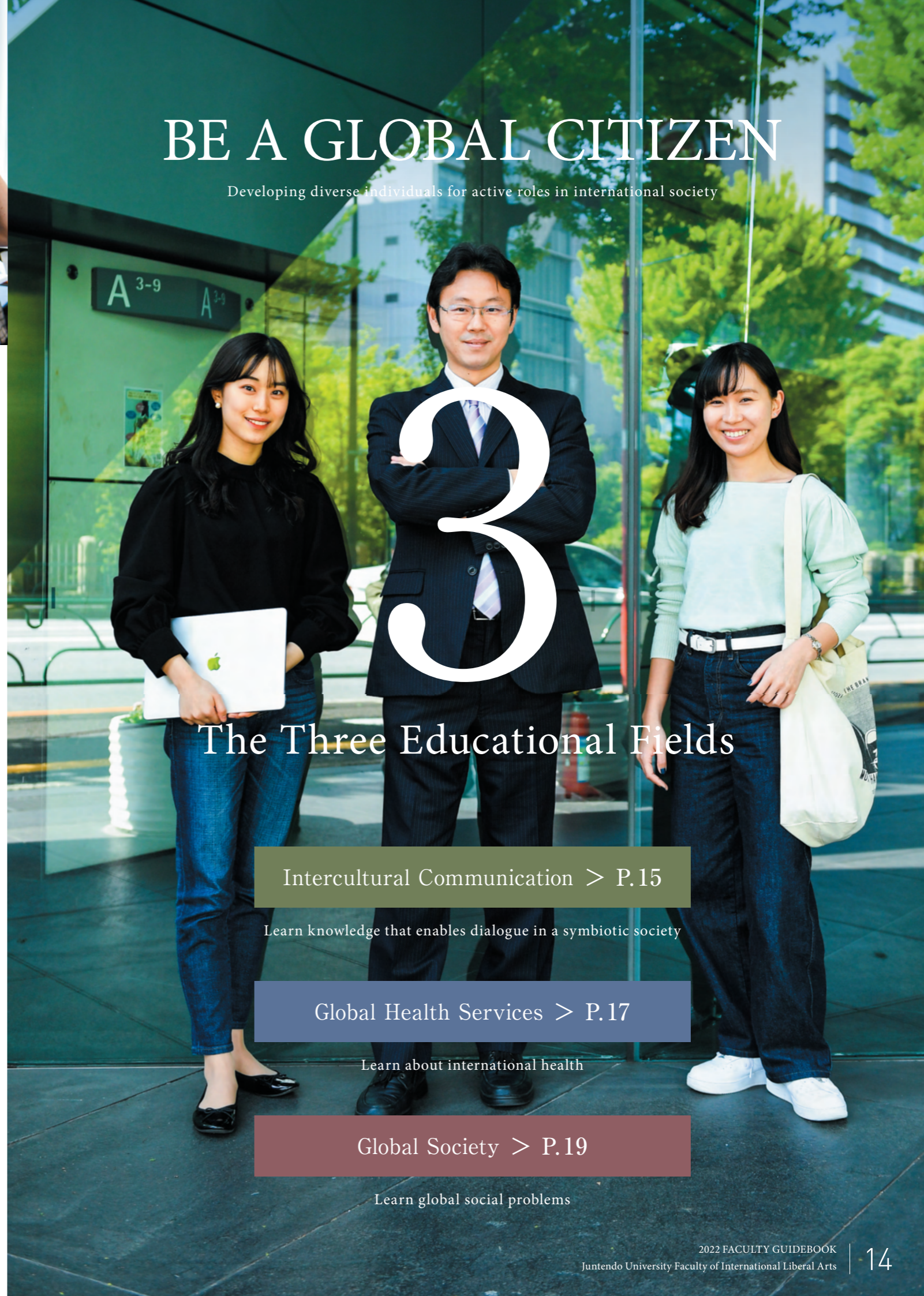
During your first and second years, you will acquire an overall grasp of international education while learning the approaches and skills that will form the basis for your ongoing scholarship.

In your third and fourth years, you will build on that foundation, deepening your knowledge of particular topics based on your own interests, concerns, and career design, which will strengthen your ability to play a role in the international arena.



# BE A GLOBAL CITIZEN

Developing diverse individuals for active roles in international society



## The Three Educational Fields

Intercultural Communication > P.15

Learn knowledge that enables dialogue in a symbiotic society

Global Health Services > P.17

Learn about international health

Global Society > P.19

Learn global social problems



# INTERCULTURAL COMMUNICATION



For details, please visit our website.

What is culture? What is communication? After obtaining an academic grounding in the answers to these questions, students study the issues raised when communicating not only with people of other countries and languages but also with a wide range of linguistic and cultural backgrounds, and examine how to meet these challenges. They also learn the theory and practice of interpreting and translating, which play vital roles in intercultural communication.



## Faculty Voices

From cultural diversity we learn a myriad of perspectives, shaping ourselves in the process.

The study of intercultural communication examines the past, analyzes the present and forecasts the future regarding problems of communication between cultures. These courses aim to develop your communication skills in a well-rounded way and on the basis of mutual equality that respects dialogue with others, through learning theories and practices in multidirectional ways. We expect you to develop empathy toward others, understand yourself more deeply, and create meaningful moments for learning together.

Kazuya HARA, Associate Professor



## Student Voices

Acquiring the ability to accept various ways of thinking through studying cultures and conducting exchanges with others.

I took a course on the way of life and cultures in Europe in the past, drawing on the art of those times, and the experience made a deep impression on me. By learning about the background of each work of art and the details of how each was created, I discovered hidden aspects in the diverse cultures of the world and gained the skills to consider them in a meaningful way. In a joint seminar in my third year, I was responsible for running a workshop, which was quite an experience for me. By exchanging opinions with students in other seminars, I was able to develop a multifaceted approach. If you want to learn the importance of accepting systems with values different from your own, this program is indispensable.

Shiori ACHIHA Fourth year student and graduate of Yamate Gakuin High School, Kanagawa Prefecture



## Alumni Voices

The communication skills I learned in translation studies serve me well in hotel management.

This program provided me with the opportunity to pursue specialized studies in a field that interests me, out of a wide range of disciplines, including various cultures, histories, and media from both inside and outside Japan. During my days in the Faculty of International Liberal Arts, I specialized in translation studies as my major because I am very interested in movie subtitles. I learned how to translate differently depending on whether the target audience was children or adults and how to translate Japanese into English in a way that conveyed the meaning simply and clearly. Because I learned how to convey information effectively to people from overseas, today I can provide better service to domestic and foreign customers alike in my work in hotel management.

Yuki MASAOKA Graduated 2020: Tobu Hotel Management Co., Ltd.



# GLOBAL HEALTH SERVICES



For details, please visit our website.

While health problems are ubiquitous, they are manifested differently in different countries and regions. In developed and emerging countries, an aging demographic is the primary challenge, while less developed countries struggle simply to provide adequate healthcare. In Global Health Services studies, we examine healthcare and its importance against a global backdrop. Students acquire basic knowledge about health and illness and study the issues involved. Among the topics discussed are medical services, measures against new infectious diseases and the response of the healthcare industry, viewed from a wide range of global perspectives. This curriculum allows students to master a level of healthcare literacy made possible by the accumulated learning of the graduate school at Juntendo University.



## Faculty Voices

Whether you're studying the sciences or the liberal arts, are you concerned about global health issues?

Devising strategies to cope with health problems, such as aging, global pandemics, lifestyle diseases and cancer, is a challenge for all developed countries and indeed the whole world. Medical practitioners alone cannot solve these problems. They require cooperation and partnerships on a global scale, with everyone in communities worldwide participating. Preventive measures are especially important. We conduct debates in our classes and seminars about global health services. The knowledge we gain from these exchanges plays a vital role in deepening our understanding of health problems and global health generally.

François NIYONSABA, Assistant Dean/Professor



## Student Voices

My mission is to help people by applying health care based on knowledge.

The global health services program isn't just about health. It's about systems and services that support health. Only the Faculty of International Liberal Arts offers studies in this academic field. Through my specialized studies in this program, I came to realize that health problems are universal in nature. One course that particularly impressed me was Understanding the Life Cycles, which explores how the body's functions develop and how we age. I learned that we can save lives by managing health through knowledge, and came to understand the logic behind the importance of daily exercise.

Yuka YASUTAKE Third year student and graduate of Kanto International Senior High School, Tokyo

## Alumni Voices

I want to contribute to solving society's health issues by spreading the promotion of good health.

While attending the Faculty of International Liberal Arts, I attended lectures by professors from the Faculty of Medicine and learned about health from multiple viewpoints, including sociology, psychology and communication studies. I specialized in the study of health promotion, a discipline that seeks to control and improve the factors that determine one's own health. My classes provided abundant opportunities for discussions and presentations, which I feel sharpened my ability to express my ideas effectively. My ambition is to be an educator who advocates health promotion, drawing on what I learned at Juntendo University.

Nana MORIGUCHI Graduated 2021: Global Health Research, Graduate School of Medicine, Juntendo University



# GLOBAL SOCIETY



For details, please visit our website.

The global social problems that are studied in the field of Global Society include wars and conflicts, diplomacy, economic relations, business, social and economic disparity, poverty, food shortages, the global environment, gender, racial and ethnic divisions, and international cooperation. In addition, this course covers the approaches of social sciences such as political science, economics, and sociology, in order to understand these problems, all of which are affected by globalization.



## Faculty Voices

### Let's think about global social issues!

As described in the SDGs defined by the United Nations, the world confronts numerous social issues, most of which are not easy to solve. What are the factors preventing solutions? What approaches should we adopt to tackle them? In the field of Global Society, students acquire the knowledge and skills to analyze global society through participatory classes, discussions in small-group seminars, and exchanges with students overseas. Let's think about global social issues together!

Takeshi TAMAMURA, Senior Associate Professor



## Student Voices

### To observe phenomena in-depth, and study the world's problems

In my studies I enriched my knowledge of the global environment, international relations, regional communities, and other important topics, by studying the question of what actions we need to take to address the problems in these fields. In many cases, what we take for granted in our own lives cannot be taken for granted by people who are troubled by poverty and conflict. Learning how perspectives and values change is one of the attractions for me of this field of study. I have also been able to study autonomously through student-led classes and broaden my knowledge through debates and other exchanges.

Shione MORIYAMA Fourth year student and graduate of Makuhari Sohgo High School, Chiba Prefecture



## Alumni Voices

### Studying a variety of global issues is broadening and deepening my interests.

I discovered global social issues (e.g. in politics, economics, and business), and considered the solutions. I feel that my interest in issues such as Japan-United States relations and migration issues has broadened in proportion to my studies. I was particularly impressed by a marketing course that discussed the strategies used by international theme parks to attract customers. The concepts of marketing were new to me and gave me a fresh perspective. For example, clearly identifying the special features of each theme park showed me how interesting it is to analyze phenomena from multiple angles.

Tatsuya HINO Third year student and graduate of Tokyo Metropolitan Fuchu High School



# STUDY ABROAD

For details, please visit our website.

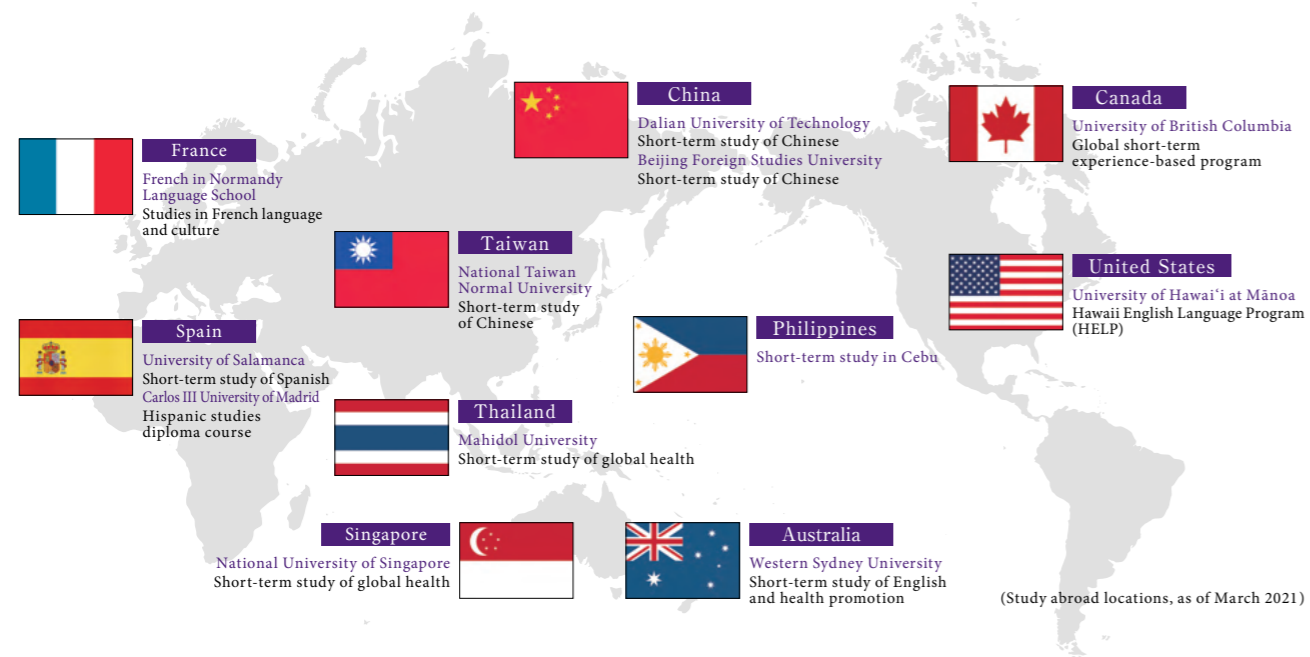


Multilingualism and comprehensive overseas study programs develop people who can make a difference in the world.

Learn English, the lingua franca of the world, along with one other foreign language. Overseas study programs put your learning to the test in everyday life and are also opportunities to discover a new side of yourself.

## A variety of overseas study programs where you can experience in-depth other countries' cultures

The Faculty of International Liberal Arts offers a full complement of programs to suit each student's interests. By visiting regions and institutions they would never encounter as tourists, students gain in-depth experience of the cultures of other countries.



## A wide range of foreign-language courses, taught in small groups for effective learning

These language courses are offered in small classes, which are further subdivided into smaller groups and taught in a collaborative learning style. Through discussions and presentations in the target languages, students gain communication skills beyond language learning.



## Learning support and engagement Full use of the Language Learning Center

The Language Learning Center supports autonomous learning. Students can feel free to ask instructors for advice at the counseling booth. The center is a comprehensive environment for language learning, with resources such as books, newspapers, and online study materials in each language. Students can relax with friends while working on their assignments.



## Programs provided in partnership with JSAF

Juntendo University is working in tandem with the Japan Study Abroad Foundation (JSAF). JSAF offers study-abroad programs through agreements with over 120 prestigious universities worldwide, including in the United States, the United Kingdom, and Spain. Students can also make use of JSAF scholarships and other support resources.



## Lunchtime discussions are a great opportunity for interacting with students from overseas.

Exchange meetings with foreign students are held at the Language Learning Center every Tuesday. Chatting with foreign discussion leaders over lunch is a great way to hear native pronunciation and learn multiple languages.



## Students can even test the skills they have learned by interpreting for foreign athletes.

The Canadian national women's softball team offers softball workshops in the Inzai area (Chiba Prefecture). Students from the Faculty of International Liberal Arts served as volunteer interpreters. You too can put your language learning to work in real-life situations!

## Student Voices



### Learning how to manage time and persevere gave me confidence.

During my overseas study program in Hawaii, I found the environment at Chaminade University of Honolulu to be incredibly conducive to study. Class sizes were small and each program consisted of just four classes per term. I particularly focused my efforts on honing my listening and speaking ability in English. I never failed to prepare for each lesson and to review it afterward. While the schedule of discussions, presentations, quizzes, and so on was certainly hectic, the result was that I not only learned to speak English but also gained the ability to manage my time effectively and to persevere with each task. Acquiring these skills boosted my confidence.

Misaki OYAMA Third year student and graduate of the Secondary School Attached to the Faculty of Education, the University of Tokyo



### Culture shock and my first experience of dormitory life nurtured my spirit of self-reliance.

Through exchanges with a wide range of people during my studies in the Philippines and the United States, I feel that I developed skills not only in languages but also in communication. Deepening my study of topics I was interested in gave me a good opportunity to think about what I wanted to be in the future. But above all, living in a dormitory for the first time, an environment I wasn't used to, gave me the confidence to live independently. In both my student life from the third year onward and my working life after graduation, I was able to apply the things I'd learned studying overseas.

Risa OYAMA Third year student and graduate of the Secondary School Attached to the Faculty of Education, the University of Tokyo

# CAREER



For details, please visit our website.

[Ratio of students with provisional job offers]

**97.9%**

※ Rate achieved by 2021 graduates

Career education at Juntendo University is characterized by the following six features. In addition to assisting with students' job searches, these programs provide support for students their entire lives. This system offers a full complement of job-search support, as well as more wide-ranging support for students' individual needs.

> POINT 1

### Career support starts in your freshman year.

Students learn about careers from an early stage to enable them to design their own careers. Deciding on goals motivates students to make the most of their time at the University. A wide range of opportunities to learn about job-search activities are provided year-round.

> POINT 2

### A full menu of career-education courses and opportunities to meet with professionals

The Faculty of International Liberal Arts offers a wealth of courses related to career education, enabling students to acquire knowledge and skills from a multifaceted approach. Numerous opportunities are provided for students to meet with people and organizations active on the international stage, in a cooperative-learning, seminar format.

> POINT 3

### Highly experienced career-education instructors

Students receive career support throughout their four years of study from professional career education instructors with extensive experience in personnel and hiring in a business setting and in job-search and career support in a university setting.

> POINT 4

### All instructors work together to support students' career-development efforts.

Not only the career-education instructors but all Faculty instructors work hard to develop the Faculty's ability to assist students in finding the careers of their dreams. For example, career-support training camps and study sessions are held on a continuous basis.

> POINT 5

### Individual career counseling from nationally qualified career consultants

At the Job Search and Career Support Center, students can obtain individual career counseling from counselors with national qualifications as career consultants. Feel free to consult with them on even the smallest issues.

> POINT 6

### Comprehensive job-search support

The Job Search and Career Support Center is furnished with a wide array of magazines, books, corporate information, and other resources. The center's job-search support site, Jundai Shushoku Navi, provides an efficient way to gather useful information for your job search, including help-wanted ads, stories from alumni about their job-search experiences, seminar information, and more.

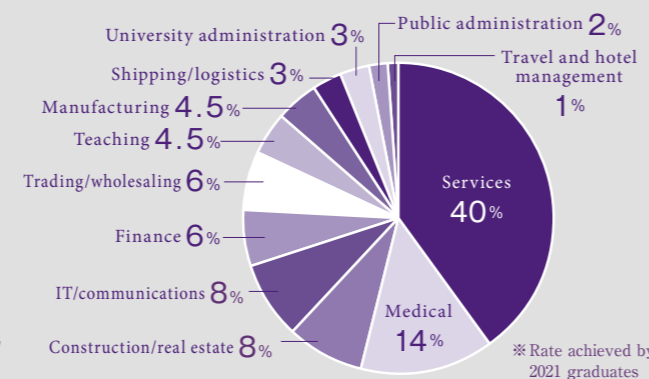
[Past major employers of Juntendo University students and graduates]

Air Macau / All Nippon Airways Co., Ltd. / ANA Airport Services Co., Ltd. / BayCurrent Consulting, Inc. / Boehringer Ingelheim Japan K.K. / Chugai Pharmaceutical Co., Ltd. / The Dai-ichi Life Insurance Co., Ltd. / Daiwa House Industry Co., Ltd. / Descente Ltd. / Eisai Co., Ltd. / FUJIFILM Business Innovation Corp. / HIS Co., Ltd. / Hisamitsu Pharmaceutical Co., Inc. / Isuzu Motors Limited / JAL SKY, Ltd. / Japan Airlines Co., Ltd. / Japan Post / Juntendo / Kansai Paint Co., Ltd. / Kowa Co., Ltd. / Manpower Group Co., Ltd. / Meiji Yasuda Life Insurance Co. / Mitsubishi Pencil Co., Ltd. / mixi, Inc. / Nihon Chouzai Co., Ltd. / Nihon Kohden Corp. / Nikkiso Co., Ltd. / Nippon Express Co., Ltd. / Nippon Life Insurance Co. / Nomura Securities Co., Ltd. / Ono Pharmaceutical Co., Ltd. / Prince Hotels, Inc. / Roche DC Japan K.K. / Shimizu Corp. / Sumitomo Forestry Co., Ltd. / Terumo Corp. / Tobu Hotel Management Co., Ltd. / Tokyo Fire Department / Toto Ltd. / Toyo Suisan Kaisha, Ltd. / Trend Micro Inc.

[Graduate schools and other institutions in which Juntendo University graduates have enrolled]

Hitotsubashi University Graduate School / Juntendo University Graduate School / Tulane University / University of Tokyo Graduate School

[Breakdown of industries in which Juntendo University students have received provisional job offers]



## Alumni Voices



### Practice in my first year gave me an advantage in my job search later.

In the facilitation exercises in my first year, I learned how to keep discussions moving along smoothly. That skill proved a major advantage in group discussions during my job search later. While acquiring specialized knowledge in my designated field, I also learned about other disciplines, creating synergies that broadened my body of knowledge. I think that point served me well. When I was trying to decide which employer I really wanted to work for, I worried right to the end, but by consulting repeatedly with the people in the Job Search and Career Support Center, I was able to conduct my job search the way I wanted to.

Kenta TAKAHASHI Graduated 2021: Kao Group Customer Marketing Co., Ltd.



### My knowledge of health communication sets me apart from natural-science students.

My interest in the company where I'm now employed stems from an internship I participated in during my third year. I was attracted by the opportunity to play an active role on the global stage at Nihon Kohden, which has branches overseas. My studies enabled me to approach medical and health issues from the perspective of intercultural communication, which is a viewpoint different from that of the natural sciences. This difference proved an enormous advantage in my job search. In my career, I hope to contribute to the promotion of good health worldwide by broadening the adoption of made-in-Japan medical equipment.

Sakurako TANINO Graduated 2021: Nihon Kohden Corporation



### The interest in SDGs that my classes inspired in me became the starting point of my journey to graduate school.

My first- and second-year classes sparked my interest in SDGs, making me think about the necessity of building a sustainable society. Building on these foundations, in my third and fourth years I pursued research on social services policies for a sustainable Japan and regional comprehensive care systems. I took part in the Regional Inclusion Care Society of Japan. To raise my research to the next level, I decided to enroll in graduate school. Today I am continuing my research on regional comprehensive care systems. With the knowledge and skills I've acquired here, I hope to contribute in the field of social services.

Honoka AIKAWA Graduated 2021: enrolled in graduate school

## Faculty Voices



### Design your career for the age of centenarians.

"Designing your career" means: "Deciding how you want to live your life, deliberately and independently, and taking concrete steps to make it happen." To assist you in designing your career, all of the teaching instructors of the Faculty of International Liberal Arts work as a team to provide you with individualized support. The start of your working career will be one of the most important events of your life. But if life is a race, your induction into the working world is only the starting line. In an era when our active lives are growing ever longer, a full and satisfying career is essential in making that life rich and meaningful.

Masaki HIRABAYASHI, Project Professor

# TEACHER TRAINING CURRICULUM

It is often said that “education makes the person.” Without a doubt, the results of a formal education depend critically on the talent and ability of the teachers who provide it. In the teacher training curriculum, we cultivate English teachers with the talent and ability to provide students with the necessary competencies for life, derived from the three essential elements of strong academic ability, richness in mind and a healthy body.

## Objectives

The Faculty of International Liberal Arts offers the opportunity to acquire a English Teacher Certification: Junior High School and High School Type 1. In the teacher training curriculum, students gain specialized knowledge and skills for the teaching profession, as well as the broad-based international education necessary to serve as a global citizen. This rich and balanced curriculum provides English teachers with abilities in practical guidance that will enable them to contribute to the formation of a multicultural, multilingual, and harmonious society.

<p><b>First Year</b></p>	<p>The first year lays the groundwork. Courses such as Introduction to Teaching and Principles of Teaching explore the basics of teaching, its history, key concepts, and the role of the teacher. In English Linguistics I and II, and Introduction to Communication, students acquire knowledge of communication theory and English linguistics that will serve them in teaching English to junior high school and high school students. The course American Literature and Culture imparts a basic understanding of American culture, society, and history through analyzing works of American literature. A one-day field trip to a primary school is included in this year.</p>
<p><b>Second Year</b></p>	<p>The second year expands on the groundwork laid out in the first. In courses such as Pupil and Career Guidance, Educational Psychology, and Curriculum Theory, students learn developmental aspects of teaching, such as tailoring pupil guidance to pupils' physical and mental development and how to construct a curriculum. Methods of English Instruction I and II provide the knowledge and skills needed to teach English in the classroom. In courses such as Introduction to Intercultural Communication, students deepen their comprehension of education that enhances international understanding. A one-day field trip to a junior high school and a five-day experience of nursing care at a social welfare facility is included in this year.</p>
<p><b>Third Year</b></p>	<p>The third year deepens students' understanding of educational activities in a wide range of school types. In Methods of English Instruction III and IV, Theory and Practice of Moral Education, and Educational Methods and Techniques, students prepare educational guidance plans, conduct mock classes, and study how to use ICT equipment in the classroom, thereby acquiring developmental knowledge and skills for use in educational and pupil guidance. This year includes two days of practical experience in nursing care at a special-needs school and one day of observation at a high school.</p>
<p><b>Fourth Year</b></p>	<p>The fourth year is the culmination of the curriculum. Courses on educational theory such as Guidance Before and After Practice Teaching and Teaching Practice are interwoven with on-site teaching practices, providing students with the specialized knowledge and skills and practical teaching ability they will need to succeed as teachers. For students who will be taking the teacher employment examination, special instruction in one-on-one interviews is provided to enable them to sit for the primary examination and then pass the secondary examination.</p>

## Full support for non-classroom needs, such as support to pass the teacher employment examination and individual guidance

For two years running, all students (seven in total) in the teacher training curriculum who took the public schoolteacher employment examination passed the examination!

Graduation year	Students in the teacher training curriculum	The number of students taking the teacher employment examination	The number of students who passed the teacher employment examination	The number of students who passed the graduate school examination
2019	13	2	2 <sup>*1</sup>	0
2020	19	5	5 <sup>*2</sup>	2 <sup>*3</sup>

\*1 Two full-time employees: one at a junior high school in Tokyo and the other at a high school in Nagano Prefecture

\*2 Five full-time employees: at a junior high school in Tokyo, a junior high school and high school in Chiba Prefecture, and a high school in Saitama Prefecture

\*3 One person passed the public schoolteacher employment examination (a special procedure for graduate school students)

## Alumni Voices



### I polished my English and aced the teacher employment examination!

Observing lessons in primary, junior high, and high schools really brought home to me just how important education is. Listening to the stories of front-line teachers moved me to set my sights on becoming one. Thanks to the in-depth research I conducted at the Faculty of International Liberal Arts on teaching English and the nature of languages, I was able to teach English effectively in my practice lessons. Also, honing my English skills from the very basics in my International English course enabled me to pass the teacher employment examination. In my career I intend to apply what I've learned at the University to find effective ways of teaching English.

Kouya KONDO Graduated 2021: enrolled at the Graduate School of Education, Joetsu University of Education (passed the Saitama Prefectural teacher employment examination which is a special system for graduate school students)



### I want to be a teacher who can share both the joy and difficulty of learning a foreign language.

As a university student, I learned Spanish from scratch as my second foreign language. That experience reminded me how much fun, but also how challenging, it can be to learn a foreign language. I think that realization will be valuable when I see junior high and high school students struggling to learn English. Also, being a student in the Faculty of International Liberal Arts puts me in touch with knowledge from a wide range of fields, which gives me a multifaceted perspective I can't get anywhere else. I hope to make the most of it in my teaching. I'm looking forward to learning from the more senior teachers as I improve my lessons and my skills as a teacher.

Yurie OIKAWA Graduated 2021: teacher (English), Makuhari Sohgo High School, Chiba Prefecture

## Faculty Voices



### Train to be a teacher at the Faculty of International Liberal Arts, Juntendo University.

The image of teachers has undergone numerous transformations in history. Teachers have variously been viewed as clergy, as laborers, and today as professionals. In recent years, amid a broader revolution in work styles, increasing focus is being trained on clarifying and adjusting the duties of teachers. Yet no matter how much the image of teachers shifts from one era to the next, the importance of the role teachers fulfill is unchanged: to create a path to a bright future for the individual and society through education. At Juntendo University, we strive to cultivate English teachers who possess both comprehensive people skills and practical teaching skills.

Yoshikiyo ISHIDA, Project Professor

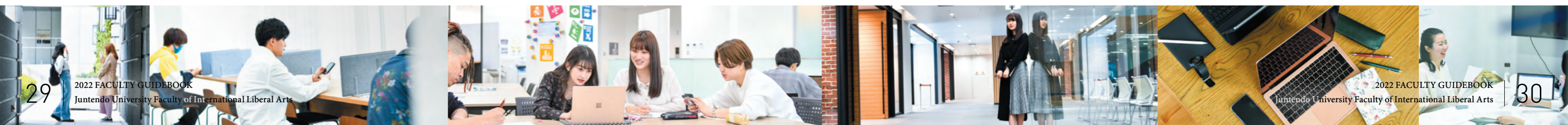
# LIST OF SEMINARS

The Faculty of International Liberal Arts holds a wide range of seminars. In the aim of cultivating global citizens equipped with the education they need in order to play active roles in international society in the era of globalization, we encourage multifaceted viewpoints and provide activities to help students to improve logical thinking and analytical skills and to cultivate a sense of internationalism, self-reliance, and moral values.



Instructor	Seminar name	Area of study and key words
Junko IMAI, Associate Professor	Seminar of Applied Linguistics	Second-language study, language education (English, Japanese, and foreign languages other than English), writing, feedback, multilingual/multicultural/literacy education, international comparative development education, and SDGs
Yoshikiyo ISHIDA, Project Professor	Seminar on Teacher Training Curriculum (1)	Pupil guidance, extracurricular activities, educational administration, school evaluation, and teacher training curriculum
Daisuke OKABE, Lecturer	Seminar on the Intersection of Health, Culture, and Communication	Communication theory (health/intercultural), qualitative research (fieldwork, interviews, discourse analysis, etc.), communication design
Sakae ONODA, Professor	Real-Life L2 Pedagogical Problem-Solving Project Work	Problem-solving, critical thinking skills, interactional skills
Naoko ONO, Associate Professor	Health Communication Seminar	Health communication, communication, medical interpreting
Yoichi KATO, Dean/Professor	Global NCD Seminar	Noncommunicable diseases (NCDs), arterial sclerosis
Saori KOBASHI, Assistant Professor	Spanish Language Studies Seminar	Spanish, the culture of the Spanish-speaking world
Suguru SASAKI, Lecturer	Global Economics Seminar	Global economy, global business, developments in developing countries, poverty and social/economic disparity, food and agricultural issues, fair trade, global and regional markets
Mino SAITO, Associate Professor	Seminar of Translation Studies	Translation texts, translators, intercultural communication
Yoshihisa SHIRAYAMA, Associate Professor	Surviving the New Normal: Seminar of Statistical Literacy	Statistics as a technique, information analysis for decision-making, epidemiology
Masaki SHIRAKAWA, Associate Professor	Seminar on Teacher Training Curriculum (2)	School support, school management, school evaluation, guarantees of school quality, work style reform
Michiko SUDO, Project Professor	Intercultural Communication Seminar	Language acquisition, speech science, language and culture, cognitive neuroscience, English-language communication skills, pronunciation training, presentations
Minako SUZUKI, Associate Professor	Health Promotion (Health Sociology)	WHO, health promotion, health and happiness, SDH, health management (CSR)
Takeshi TAMAMURA, Senior Associate Professor	International Relations Seminar	Diplomacy, conflict resolution, international organizations and cooperation, SDGs and global social problems

Instructor	Seminar name	Area of study and key words
Ai TAKAHAMA, Lecturer	International Exchange Seminar	International exchange, overseas study, intercultural communication
Yoshifumi TAMURA, Professor	Health Care Lab	Healthcare, lifestyle diseases, diabetes, sports, food
François NIYONSABA, Assistant Dean/Professor	Seminar of Protective Immunity Against Infections	Infectious disease, immunity, allergy
Yuko NOMURA, Assistant Professor	Seminar of Sociolinguistics	Pragmatics, discourse analysis, language comparisons/contrasts
Kazuya HARA, Associate Professor	Seminar of Culture, Psychology and Communication	Communication, spiritual culture, behavioral culture, psychology
Masaki HIRABAYASHI, Project Professor	Career Design Seminar	Careers, the meaning and reality of work, personnel training, business management
Kenichi FUJIMOTO, Assistant Professor	Chinese Language Study Seminar	Chinese language, Chinese culture, kanji and culture, comparisons between Japan and China
Chloé VIATTE HENMI, Associate Professor	ALTs of Different Cultures	Education in Japanese and foreign languages, second foreign language studies, intercultural communication, development education, global citizens
Marcel VAN AMELSVOORT, Senior Associate Professor	Exploring Culture Through Young Adult Literature	Reading, culture
Rie MICHITANI, Senior Associate Professor	Seminar of Industrial and Organizational Psychology	Psychology and working people, relationships between organizations and individuals, career development support, mental health in the workplace
Motoyuki YUASA, Professor	Seminar of Global Health	International health, health disparities, support for developing countries, international cooperation
Naomi YOSHITAKE, Associate Professor	Psychology Seminar	Developmental, social, educational and health psychology, well-being
Yasuko YOSHINO, Associate Professor	English-Language Education and Education for Intercultural Understanding	Education in English and other foreign languages, language and culture, intercultural understanding, multicultural coexistence
Paul WADDEN, Professor	World Literature in English	World literature, literary studies, cultural studies





# A Day in the Life

What is student life like at the Faculty of International Liberal Arts?

## Third Year Schedule



**Karin YAMASHITA**  
Third year student and graduate of St. Joseph Gakuen High School, Kanagawa Prefecture

### What skills did you acquire at the University?

I acquired a basic grounding in the skills needed to be active on the international stage, such as language skills, communication skills, and understanding other cultures. I also learned about social problems such as extreme population aging and health disparities. In the future I want to be in charge of solving health problems, which are a worldwide issue.

### What's your favorite place on campus?

When I want to relax, I go to the Learning Commons in Century Tower. The huge windows there provide panoramic views of the city. When I want to study, I drop in to the Academic Media Center. There are many books there and plenty of space for studying on my own. I often use this space when I'm preparing for a test.

- 6:15 ● Get out of bed
- 9:00 ● Classes start
- 12:20 ● Lunch
- 16:25 ● Classes end
- 17:00 ● Return home
- 18:00 ● Supper
- 19:00 ● Free time
- 20:00 ● Self-study
- 24:00 ● Bedtime



**Yingqiang WANG**  
Fourth year student from China

## Fourth Year Schedule



### What are you studying at Juntendo University?

I'm studying infectious diseases and immunology. Two precious experiences during my time at the University were an observation tour of Atopy Research Center and a tour of a pharmaceutical manufacturer. My professor says "the liberal arts save many lives indirectly." I've taken that maxim to heart. In the future I want to be active in an industry related to medical care.

### Besides your studies, what other activities were you involved in?

I launched an online discussion circle in my third year. Together we established an information-sharing community bringing undergraduates and graduates together, and in two weeks I gathered 20 members. I was delighted when graduates mentioned that it was exactly what they would have liked to have had when they were at the University.

- 7:00 ● Get out of bed
- 8:00 ● Breakfast
- 9:00 ● Classes start
- 12:10 ● Lunch
- 16:25 ● Classes end
- 17:30 ● Self-study
- 19:00 ● Part-time work
- 22:00 ● Return home
- 22:30 ● Assignments and preparation
- 23:30 ● Preparation for the following day
- 24:00 ● Bedtime

# Q&A

What kinds of students are here? Why did they choose Juntendo University? Do they belong to any clubs? Let's hear the real voices of some senior students.

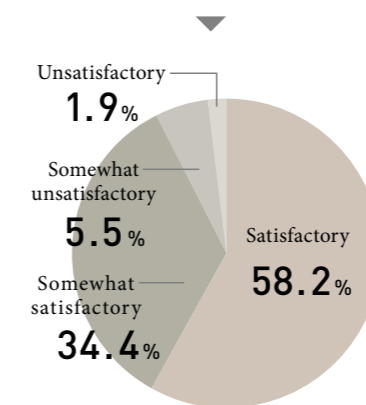
**Q.** Why did you choose the Faculty of International Liberal Arts?

**A.** The most commonly mentioned reason for choosing the Faculty was its outstanding learning environment.

- 1<sup>st</sup> Course content 63.4%
- 2<sup>nd</sup> School atmosphere 57.8%
- 3<sup>rd</sup> Fame/reputation of the Faculty 54.7%
- 4<sup>th</sup> Benefit to career 44.0%
- 5<sup>th</sup> Impression formed during open campus 38.9%
- 6<sup>th</sup> Study/university facilities 30.2%
- 7<sup>th</sup> Making friends/networking 11.2%
- 8<sup>th</sup> Other 8.2%

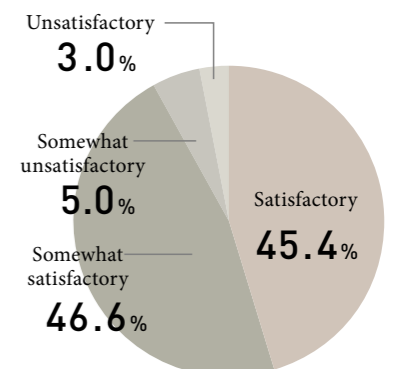
**Q.** How do you rate the support from the Faculty (teaching staff)?

**A.** Most students are satisfied.



**Q.** From what you've experienced so far, how would you rate student life here?

**A.** Even in the midst of the COVID-19 pandemic, most students are able to lead a rich and satisfying student life.



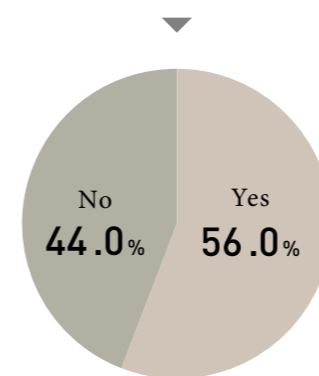
**Q.** Which country(ies)/region(s) have you studied in as an overseas student or otherwise lived in?

**A.** I have studied abroad in a variety of places.

The United Kingdom	2	China	46	The Philippines	214	The United States of America	22
France	25	Taiwan	7	Indonesia	5	Canada	3
Spain	51	Singapore	18	Australia	9	Mexico	1
Finland	11	Thailand	21	New Zealand	1		

**Q.** Have you ever studied or lived overseas (for one month or more)?

**A.** Over half of the students had some experience of studying or living overseas.



# Extracurricular Activities

Today 18 clubs and groups are active in the Faculty of International Liberal Arts of Juntendo University. In addition, students of the Faculty of International Liberal Arts are eligible to join certain clubs of the Faculty of Medicine (as of June 7, 2018).

Despite the daily demands on students' schedules from lectures and seminars, activities at the Faculty's clubs and groups maintain a lively pace. Clubs provide an opportunity for students to form relationships other than with teachers. In clubs and groups, students can get to know other students with whom they share interests, adding a rich new dimension to academic life. The bonds formed in these clubs often remain strong long after graduation, as members hold reunions on campus and provide guidance to new club members.

## Clubs list

- |                                   |  |   |
|-----------------------------------|--|---|
| TK NΦTEM (a cappella music club)  | Rubber-ball Baseball Club                  | Volleyball Club                               |
| The Ultimate Club (sports)        | Kendo Club                                 | Chinese Language Study Club                   |
| Arco iris                         | Global Health Student Research Association | Film Study Club                               |
| Pecorasmarita (a job-search club) | FILA Shooting Club                         | Juventud Club (seven-a-side soccer)           |
| Cheer Dance Club                  | Tennis Club                                | Neon Bleach (popular music club)              |
| Basketball Club                   | Photography Club                           | Student Origami Association (Juntendo Branch) |
| Motivate                          |  |   |



# Facilities

The Faculty of International Liberal Arts is located on the Hongo/Ochanomizu Campus, in the very heart of Tokyo.

The Hongo/Ochanomizu area is both a traditional academic district and a vibrant part of the city where you can feel the tempo of the changing times. This campus and its surroundings provide everything you need for a rich and exciting campus life.



## PICK UP!



Academic Building 2



Academic Building 3



Century Tower

The Academic Building 2 is home to key facilities of the Faculty of International Liberal Arts, including the Language Learning Center (second floor) and the Language Lab (sixth floor). It also houses lecture rooms of various sizes.

Established in April 2020, the Academic Building 3 is the next most important facility for the Faculty of International Liberal Arts. On the second floor, lounges provide space where students can relax. A wide range of classrooms are housed here, including a lecture hall that seats 250 people.

Century Tower incorporates lecture halls and multimedia classrooms equipped with projectors and other audiovisual equipment. Facilities such as the Learning Commons and lounges provide study spaces for students.

# Admission Information

## Admission Policy

The educational goal of the Faculty of International Liberal Arts is the cultivation of global citizens who can contribute to the development of a sustainable future. A sustainable future for humanity will require diversity. To secure that diversity, society will need global citizens who can contribute to the formation of a multicultural, multilingual, harmonious society.

The Faculty of International Liberal Arts seeks ambitious students who understand its educational philosophy and possess the qualities necessary to become global citizens who contribute to a multicultural, harmonious society.

## Overview of Entrance Examination

2021 entrance examination results

[Number of students recruited applicants] Program in Faculty of International Liberal Arts, Department of International Liberal Arts: 240

The number of applicants by each method is listed in order of the examination schedule.

Entrance examination format	Number of applicants
Comprehensive examination I 【Method A】 Comprehensive examination 【Method B】 International baccalaureate examination 【Method C】 Overseas returnee examination 【Method D】 Foreign citizen examination	35
Examination by school recommendation 【Method A】 School recommendation 【Method B】 Designated schools 【Method C】 Scholarship students taking external examinations	25
Comprehensive examination II 【Method A】 Comprehensive examination 【Method B】 International baccalaureate examination 【Method C】 Overseas returnee examination 【Method D】 Foreign citizen examination	30
Comprehensive examination (using external examinations)	10
Examination using Common Test (first term) 【Method A】 Two-course type 【Method B】 Three-course type 【Method C】 Four-course type 【Method D】 Five-course type	20
General examination (first term) 【Method A】 Two-course type (English and Japanese) 【Method B】 Two-course type (English and elective) 【Method C】 Three-course type	100
Examination using common tests (second term) 【Method A】 Two-course type 【Method B】 Three-course type	5
General examination (second term)	15

## Results of Entrance Examination

Results of entrance examinations for the 2021 academic year

Entrance examination format	Number of applicants	Applicants	Examinees	Accepted students
Comprehensive examination I	35	82	77	35
Examination by school recommendation	25	18	18	15
Comprehensive examination II	30	65	61	34
Comprehensive examination (using external examinations)	10	18	16	11
Examination using common tests (first term)	20	450	450	2
Examination using common tests (second term)	5	26	26	1
General examination (first term)	100	597	572	130
General examination (second term)	15	68	57	15
Total	240	1,324	1,277	243

## Tuition

Tuition for the Faculty of International Liberal Arts for the first, second, and subsequent years is listed below.

Expense category	Deadline	First year			Second and subsequent years
		Lump sum	Installment		
		Time of admission procedure	Time of admission procedure	By September 30	Payment Amount
Tuition (JPY)	Admission fee (paid only at time of admission)	300,000	300,000		
	Course fee	1,000,000	500,000	500,000	1,000,000
	Educational enrichment fee	250,000	125,000	125,000	250,000
Total (JPY)		1,550,000	925,000	625,000	1,250,000

## Tuition Reduction and Exemption System

Tuition reduction and exemption system (scholarship student type A) Subjects: Multiple

For individuals who pass the Faculty of International Liberal Arts entrance examination and also the personal evaluation\* with outstanding results, this system provides for a reduction of one million yen in course fee for the first year. School recommendation examination (scholarship students taking external examinations) applies to all applicants who pass the examination. All other applicants will be notified with the acceptance letter.

Juntendo University Scholarship for the Promotion of Global Leadership Development

This is a scholarship offered at Juntendo University. For details, please inquire at the Juntendo University International Center (JUIC) after admission.

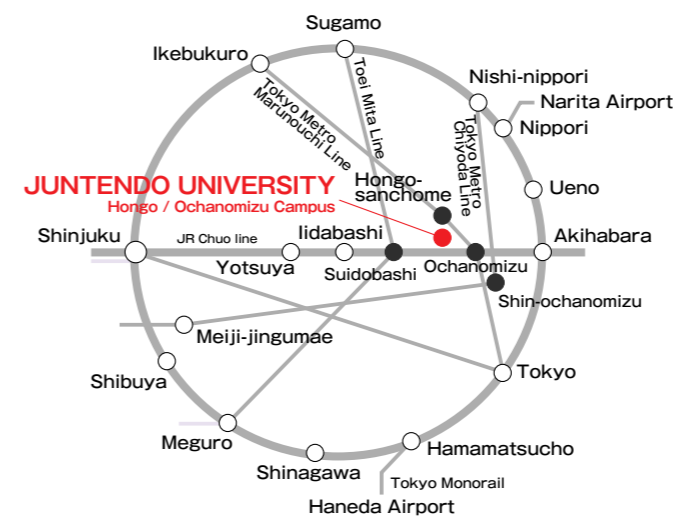
Supplementary scholarships for short-term overseas study programs, scholarships for overseas research presentations, etc.

## Loans from JASSO

This is a scholarship system provided by the Japan Student Services Organization (JASSO). An orientation session is presented after admission. For details, please visit the JASSO website.

JASSO website <https://www.jasso.go.jp/en/index.html>

## Access <Hongo/Ochanomizu Campus>



### Convenient Access by Five Train and Subway Lines

- JR Chuo Line and Sobu Line  
7 minutes' walk from Ochanomizu Station.  
7 minutes' walk from Suidobashi Station
- Tokyo Metro Marunouchi Line  
7 minutes' walk from Ochanomizu Station
- Toei Mita Line  
7 minutes' walk from Suidobashi Station
- Tokyo Metro Chiyoda Line  
9 minutes' walk from Shin-ochanomizu Station
- Toei Oedo Line  
7 minutes' walk from Hongo-sanchoe Station

Hongo/Ochanomizu Campus Office  
(for Faculty of International Liberal Arts)

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