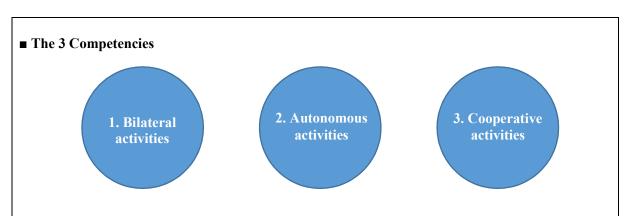## 9-4   Career Education/Employment Support

The development of the power of execution and employability to enable our students to play an active role in society is a significant focus of education at Ochanomizu University. Establishing a foundation for putting learned knowledge and skills into action in society and utilizing strengths to their fullest is also an important theme in the education we provide.

What is provided by the "Career Design Program" and other facets of the University's career/employment support is the ability required by a female leader to enable her to change society. This becomes the employability that will enable her to find a job that suits her, and the great power to face everything that life throws at her. We foster the ability to objectively examine oneself and create a vision for the future, the autonomy to take the initiative to engage in classwork, and the problem-solving skills needed by leaders, and develop a foundation for female leaders who will become a driving force in the society of the future.

Development of Competencies for Female Leaders

The group of Career Design Program courses consists of core courses and related courses. In addition to courses that are directly related to career design, core courses incorporate a large amount of project-based learning in which students address concrete problems raised in the real world, and serve as a "window" through which to view society. Related courses are courses selected from a variety of areas throughout the University, which have a deep connection to career development.

This program develops the three competencies (competency: the comprehensive ability to combine knowledge and skills to produce results) that are crucial for career design. A competency assessment system (My Portfolio) is used for periodic self-analysis, and to reflect on academic activities and encourage planning. The program develops the power of judgment that enables students to identify what types of ability they need, and facilitates motivated, systematic learning at the University.

■ The 3 Competencies

(1. Bilateral activities)   (2. Autonomous activities)   (3. Cooperative activities)

1. Bilateral activities: Communication skills via language and ICT
2. Autonomous activities: The ability to set agendas and plan resolution measures for problems
3. Cooperative activities: Negotiation, coordination, and management skills

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■ Career Design Program　(Core Courses)

Course name	No. of units	Competency area and purpose of the course	
Introductory Seminar: The History and Mission of Ochanomizu University	2	Gain an awareness of future careers and establish the direction of university learning, through role-model lectures by alumni and other activities.	
Personal Branding	2	Bilateral activities	Aim for "self-expression that people will remember" by gaining an understanding of oneself inside and out, and by refining one's individuality.
Theory of Intelligence Ambient	2		Use knowledge and information in an interactive manner
ICT (Information and Communication Technology) and Communication Skill (Foundation Course)	2		Cultivate the fundamental ability to express one's thoughts accurately, using ICT.
ICT (Information and Communication Technology) and Communication Skill (Application Course)	2		iPads are loaned to students, who use ICT tools to conduct planning and production.
Career Plan	2	Autonomous activities	Learn career theory and create a career plan, then consider what should be studied at the University.
Career Plan and Career Choice	2		Consider one's future track and way of living (career) through work and interaction with individuals from the corporate world.
Woman's Career and Legal System	2		Learn about legal systems related to working women from the perspective of gender, and think about career formation.
Woman's Career and Economy	2		Learn about jobs, societal roles, and work experience from guest lecturers in management, finance, and public agencies.
Facilitation	2	Cooperative activities	Work jointly as a team on issues from the corporate world and learn facilitation.
Theory of Diversity	2		Gain the knowledge and communication skills needed to play an active role in a cohesive society.
Internship Ⅰ	1	Learn the purpose of internships and apply. After participating in an internship, set goals for future university life in light of that experience.	
Internship Ⅱ	2	A joint industry-academia program aimed at first-year and second-year students. After selection by the University, the student is dispatched to a company for approximately two weeks to one month.	

■ Career Design Program　(Related Courses)

Bilateral activities	Autonomous activities	Cooperative activities
Programming Language	Research in Environmental Protection Activities	NPO Internship
Colors and Sounds by Computers		Interdisciplinary Lectures: General
Business English I/II	Introduction to Macroeconomics	Theory of Business Concepts
English Presentation I/II	Information Processing	Approaches to Area Studies
Seminar 1: Geographical Information System	Current English I/II	Information and Profession
	Introduction to NPO	Practice in Somatometry
Introduction to the Japanese Language I/II	Outline of Political Science	Psychotherapy for Industrial Settings
Chinese Communication Skills	Introduction to Political Science	Practice on Clinical Psychology
	Social Security and Social Welfare	Practice on Early Childhood Education and Care
	Geographical Fieldwork B	

Foundation seminar of Chinese Composition Application seminar of Chinese Composition Research Methods in Sociology Globalization and Language Education I Experimental Data Analysis Introduction to Comparative Culture Theory	Chinese Area Studies Advanced Lectures in Adult and Community Education Money and Banking in Social Life Introduction to Economics International Finance Advanced Lectures in Adult and Continuing Education II	Special Practice on Developmental Clinical Psychology I/II English Reading (Developmental and Clinical Psychology)

* See the "Web Syllabus" for details regarding course content. Some courses are not offered every year.
* This program has been designed in accordance with the key competencies framework proposed by the Organization for Economic Co-operation and Development (OECD).