

令和6年度以降 学科到達目標(評価指標) 専門的能力【地域生活支援学科食健康コース】

Academic Achievement Goals (evaluation indicators) Specialized Abilities, from 2024 academic year [Food and Health Course, Dep. of Local Life Support Sciences]

* You cannot skip levels in your evaluation. If you have not reached "Level 1," your evaluation will be "Below Level 1."

* For level evaluation, you must have achieved all the relevant requirements.

Competency	Goals	Benchmark Level1	Milestone Level2	Milestone Level3	Capstone Level4 and above
I (Authentic human ability to act independently and autonomously) 【Attitude and Intentionality】	<p>【Common to courses】</p> <p>1) Students have the ability to proactively and independently study a complex field that spans food, welfare, and multiculturalism, and to utilize the "horizontal connections of knowledge and skills" to support people's lives.</p>	<p><input type="checkbox"/> I am aware and conscious that my future work will involve providing support to people living in the local community.</p> <p><input type="checkbox"/> I recognize the need for horizontal connections between knowledge and skills in the fields of "dietary habits," "welfare lifestyle," and "diversity of life in multicultural environments" in order to support people's daily lives, and I am interested in acquiring such connections.</p> <p><input type="checkbox"/> I am interested in thinking about the importance of "life (living)," "the importance of daily living (safe and secure daily activities)," and "the way life should be (each stage of life from birth to death)" in order to support people's daily lives.</p>	<p><input type="checkbox"/> I can think about methods of support activities for people living in the community, applying the knowledge and skills I am currently studying to a certain extent in concrete terms.</p> <p><input type="checkbox"/> I will proactively utilize the specialized knowledge and skills in my areas of specialization, such as "dietary lifestyles," "welfare lifestyles," or "multicultural lifestyles," in order to provide life support to people, and I have the flexibility to respond in a variety of ways by combining knowledge and communication with people from other fields.</p> <p><input type="checkbox"/> I will be able to plan support activities to help people live safe and secure lives, effectively linking the knowledge and skills I have studied to suit the life stages, lifestyle preferences, and lifestyles of the people involved.</p>	<p><input type="checkbox"/> I can clearly demonstrate how I can use the knowledge and skills I have acquired to contribute to support activities for local residents and community revitalization activities.</p> <p><input type="checkbox"/> I can proactively and proactively respond to specific support activities for people's daily lives by combining the knowledge and skills I have specialized in such as "dietary habits," "welfare lifestyle" or "multicultural lifestyle" with knowledge from other areas.</p> <p><input type="checkbox"/> I can accurately apply the knowledge and skills I have learned to create practical proposals and plans for support activities to help people live safe and secure lives, in accordance with the life stage, lifestyle preferences and lifestyle of the recipients.</p>	<p><input type="checkbox"/> I can clearly think about how I can utilize the specialized knowledge and skills I have acquired to support local residents and contribute to local revitalization, draw up a grand design for my future career, and clearly present it as a specific job type.</p> <p><input type="checkbox"/> I can put into practice the knowledge and skills I have specialized in "diet," "welfare life," or "multicultural life" in collaboration with knowledge in other areas and with people from different fields to carry out life support activities for local people.</p> <p><input type="checkbox"/> I can accurately and flexibly apply the knowledge and skills I have learned in practice to support local people in living a safe and secure life, responding to each life stage and diverse lifestyles of the target people.</p>
	<p>[Food and Health Course]</p> <p>2) Students are able to think and work independently as people aiming to work in the field of food and nutrition, while also being able to cooperate with others.</p> <p>① Students understand the work involved in specialized fields related to food and nutrition.</p> <p>② Students can set goals for the type of food professional/nutritionist they want to become.</p> <p>③ Students have the ability to manage themselves, including keeping promises, following rules, and keeping track of time.</p>	<p><input type="checkbox"/> I have begun to take an interest in the content of work in my professional field and to think about what kind of food professional or nutritionist I want to be in the future. I have also begun to recognize my responsibility for the inconvenience I cause to others, such as my inability to control myself due to insufficient self-management, failure to follow promises and rules, and poor use of time.</p>	<p><input type="checkbox"/> I am researching the job content of my professional field and have begun to prepare for my future independence as a food professional/nutritionist. Although it is abstract, I am able to visualize the job content and the type of professional I want to be. In addition, although my self-management is lacking, I can see that I am trying to cooperate with others in a group. I am keenly aware of the responsibility for causing harm to others and am making an effort to acquire self-management skills.</p>	<p><input type="checkbox"/> I have the mindset of being independent as a professional, and by gathering information about the work content from various angles, I am able to concretely imagine what I will be like as a food professional/nutritionist in the future. In terms of self-management, I am able to cooperate with others in a group and act responsibly without causing harm to others.</p>	<p><input type="checkbox"/> I have a strong sense of self-reliance as a professional, and I have acquired the necessary knowledge and skills to embody the image of the food professional/nutritionist I want to be in the future. In addition, because I am able to manage myself well, I can be a role model in groups, such as proactively calling out to others as a leader.</p>
	<p>[Food and Health Course]</p> <p>3) Students can develop an interest in health, the environment, and society.</p> <p>① Students can develop an interest in social issues related to health and the environment.</p> <p>② Students can think about food nutrition and food distribution and consumption.</p> <p>③ Students can deepen their interest in ways to ensure dietary safety.</p>	<p><input type="checkbox"/> I am beginning to take an interest in health, the environment, and society, but I have little awareness of health and the environment and little interest in society. I am also beginning to think, little by little, about social issues related to food and nutrition.</p>	<p><input type="checkbox"/> I am interested in health, the environment, and society, but I do not yet have a full understanding of them. I am deepening my interest in food, nutrition, and the flow of food, including distribution and consumption, by experiencing them in relation to my own food.</p>	<p><input type="checkbox"/> My interest in health, the environment, and society has allowed me to become interested in social issues related to food and nutrition, which has enabled me to think about food distribution and consumption and deepen my interest in ways to ensure dietary safety.</p>	<p><input type="checkbox"/> By taking an interest in health, the environment and society, I have come to understand not only the nutritional value of food but also the food situation from production to distribution and consumption, and by deepening my interest in ways to ensure dietary safety, I have been able to reexamine my own food environment.</p>
II (Basic skills as a professional with liberal arts) 【Knowledge and Understanding】	<p>【Common to courses】</p> <p>1) Students have comprehensive knowledge and skills that combine the fields of life science, which is based on the daily necessities of life, such as food, clothing, and shelter, with the humanities, social sciences, and natural sciences, and are closely aligned with the characteristics of the local area.</p>	<p><input type="checkbox"/> I will be able to study with an interest in local culture such as food, clothing, and housing, and I will be able to think about how I can use this to support the daily lives of local people.</p> <p><input type="checkbox"/> I will be able to study with an interest in the humanities, social sciences, and natural sciences (liberal arts) as general education, and I will be able to think about how I can use this to support the daily lives of local people.</p> <p><input type="checkbox"/> I will be able to understand the importance of fusing local culture with different cultures and playing an active role in a seamless international society.</p>	<p><input type="checkbox"/> I understand what I have learned about local cultures such as food, clothing and shelter, and can show specifically how this can be used to support daily life for local people.</p> <p><input type="checkbox"/> I understand what I have learned about the humanities, social sciences and natural sciences (liberal arts) as general education, and can show specifically how this can be used to support daily life for local people.</p> <p><input type="checkbox"/> I can think of and show specifically how to combine local cultures such as food, clothing and shelter with knowledge of the humanities, social sciences and natural sciences to utilize them in a comprehensive manner in daily life support activities for local people.</p>	<p><input type="checkbox"/> I am able to utilize, to some extent, practically what I have learned about local cultures such as food, clothing, and shelter as a method of providing daily life support to local people.</p> <p><input type="checkbox"/> I am able to utilize, to some extent, practically what I have learned in the humanities, social sciences, and natural sciences (liberal arts) as general education methods of providing daily life support to local people.</p> <p><input type="checkbox"/> I am able to combine local cultures such as food, clothing, and shelter with knowledge of the humanities, social sciences, and natural sciences in a somewhat integrated manner as a method of utilizing these in daily life support activities for local people.</p>	<p><input type="checkbox"/> I am confident that I can play an active role in society as a life support professional by naturally utilizing the extensive educational knowledge I have acquired while respecting the local living characteristics of the region and the diverse ways of thinking and lifestyles of the people.</p> <p><input type="checkbox"/> I can put the educational knowledge I have acquired into practice and, with a flexible approach full of a spirit of hospitality, present a grand image (life plan) of a specific career that allows me to contribute to society and provide life support to local people as a professional in the fields of "food," "welfare," and "multiculturalism."</p> <p><input type="checkbox"/> I have a strong determination to take up a specific career as a life support professional, aiming to improve the quality of life (QOL) of local people, while comprehensively combining local cultural knowledge of food, clothing, shelter, etc. with basic educational knowledge in the humanities, social sciences, and natural sciences.</p>
	<p>[Food and Health Course]</p> <p>2) Students have a basic understanding of the specialized fields of nutrition and health.</p> <p>① Students understand social life and health, and the structure and function of the human body.</p> <p>② Students understand the nutritional characteristics of food, hygiene management, and the significance of nutrition.</p> <p>③ Students understand nutrition at each life stage and basic dietary therapy for various illnesses.</p>	<p><input type="checkbox"/> In order to gain a basic understanding of each specialized field of nutrition and health, I am striving to understand the following with regard to social life and health: the definition of public health, the structure and function of the human body, the effects of exercise on the body, and basic matters such as the nutritional properties of food, changes in food components through processing and cooking, food safety and food hygiene, prevention of food poisoning, the significance of nutrition, nutrient metabolism, the role of each nutrient, nutrition for each life stage, and the development of disease.</p>	<p><input type="checkbox"/> I have a basic understanding of social life and health, and the structure and function of the human body in each specialized field of nutrition and health, but I do not fully understand the analysis of epidemiological causal relationships and prevention methods.</p> <p><input type="checkbox"/> I have a general understanding of the structure and function of the human body, but my knowledge of the effects and benefits of exercise on the body is still insufficient.</p> <p><input type="checkbox"/> I understand the basics of food and its nutritional functions, and I have a general understanding of the changes in food components caused by processing and cooking, food safety and food hygiene, food poisoning prevention, the significance of nutrition, the metabolism of nutrients, and the role and necessity of each nutrient.</p> <p><input type="checkbox"/> I am unable to link the two when it comes to nutrition at each life stage, the development of disease, and appropriate nutritional management, but I have a general understanding of each type of nutritional management.</p>	<p><input type="checkbox"/> I have a basic understanding of each specialized field of nutrition and health, and am now able to analyze the epidemiological causal relationships between social life and health and understand prevention methods, but I have not yet reached the point of understanding the health of the nation.</p> <p><input type="checkbox"/> I have a general understanding of the structure and function of the human body, and the effects of exercise on the body.</p> <p><input type="checkbox"/> I am generally aware of basic matters regarding food, its nutritional functions, and the changes in food components caused by processing and cooking.</p> <p><input type="checkbox"/> I understand food safety, food hygiene, and food poisoning prevention, and can generally describe the metabolism of nutrients.</p> <p><input type="checkbox"/> I also understand the significance of nutrition and the role and necessity of each nutrient.</p> <p><input type="checkbox"/> I can link nutrition at each life stage and the development of disease to appropriate nutritional management.</p>	<p><input type="checkbox"/> I have knowledge and understanding of social life and health as a basic understanding of each specialized field of nutrition and health, so I can analyze epidemiological causal relationships and consider preventive methods to understand and maintain and improve the health of the nation.</p> <p><input type="checkbox"/> I understand the structure and function of the human body and the effects and impacts of exercise on the body.</p> <p><input type="checkbox"/> I can understand the basics of food and its nutritional functions, and can recognize changes in food components due to processing and cooking.</p> <p><input type="checkbox"/> I have sufficient knowledge of food safety, so I can also work to prevent food poisoning by handling food hygienically.</p> <p><input type="checkbox"/> I understand the metabolism of nutrients and the role and necessity of each nutrient, and can explain the significance of nutrition.</p> <p><input type="checkbox"/> I can link nutrition at each life stage and the development of disease to nutritional management.</p>

					<input type="checkbox"/> From the above, I am able to learn and understand each specialized field across the board.
	<p>[Food and Health Course]</p> <p>3) Students understand the aims, content, and methods of dietary support tailored to the characteristics of each target person in each food field.</p> <p>① Students can grasp the actual situation of the target person and extract problems.</p> <p>② Students can utilize knowledge and skills related to health and nutrition to provide necessary information tailored to the target person.</p> <p>③ Students can consider dietary support tailored to the target person's condition.</p>	<input type="checkbox"/> I can understand the characteristics of the person. <input type="checkbox"/> I can also collect and organize information about health and nutrition.	<input type="checkbox"/> I can understand the characteristics of the person and grasp their actual situation. <input type="checkbox"/> I can also investigate whether there are any problems. <input type="checkbox"/> I can collect, organize, and analyze information related to health and nutrition, and prepare the information necessary for the target person.	<input type="checkbox"/> I will be able to grasp the person's actual situation and clarify the problems. <input type="checkbox"/> I will also be able to collect, organize, and analyze the information necessary to solve the problems, and set specific goals in order to provide food support tailored to the target person.	<input type="checkbox"/> I can understand the recipient's actual situation and clarify the problems. <input type="checkbox"/> I can also collect, organize, and analyze the information necessary to solve the problems, and set specific goals to plan specific dietary support that is appropriate for the recipient.
III (Generic skills as a professional) 【Skills and Expressions】	<p>【Common to courses】</p> <p>1) Students will have versatile knowledge across food, welfare and multiculturalism that can be applied to deal with any changes in circumstances and with any people, as well as widely applicable skills and the ability to act as a concierge who can provide organic life support with a flexible humanity.</p>	<input type="checkbox"/> In my studies of "food," "welfare," and "multiculturalism," I am interested in studying other areas that can be used in collaboration, in addition to the main knowledge and skills I will need when providing livelihood support to local people in the future. <input type="checkbox"/> I understand that livelihood support activities for local people require cooperation between experts (professionals) in a single field and experts in many different related fields. <input type="checkbox"/> I have a strong desire to use my professional knowledge and skills to provide livelihood support to local people, while collaborating with experts in different related academic fields.	<input type="checkbox"/> In my studies of "food," "welfare," and "multicultural studies," I am not only acquiring the main knowledge and skills I will need if I work to support local people in the future, but I am also studying other areas that can be used in collaboration. <input type="checkbox"/> I am making progress in my studies to be able to work to support people's lives, making use of my own expertise and drawing on knowledge and skills from different related fields, while responding flexibly to the characteristics of the region and its people's diverse ways of thinking and lifestyles. <input type="checkbox"/> While collaborating with people who are studying to work as experts in different related academic fields, I am making good progress in acquiring the knowledge and skills of a professional providing life support to local people.	<input type="checkbox"/> Through my studies of "food," "welfare," and "multicultural studies," I have acquired a wide range of support abilities, including basic knowledge and skills in other fields that can be used in collaboration, in addition to the main knowledge and skills I will need when I provide daily life support activities to local people in the future. <input type="checkbox"/> I have acquired the ability to provide a wide range of daily life support activities to people, responding flexibly to the characteristics of the region and the diverse ways of thinking and lifestyles of the people living there, while making use of my own expertise and drawing on knowledge and skills from different related fields. <input type="checkbox"/> While collaborating with people who are studying to work as experts in different related academic fields, I am also making good progress in acquiring the knowledge and skills required to be a general-purpose expert (concierge) in providing daily life support to local people.	<input type="checkbox"/> Through my studies in "food," "welfare," and "multicultural studies," I have acquired not only the knowledge and skills that are fundamental for my future life support activities for local people, but also basic knowledge and skills in other fields that can be used in collaboration, giving me a wide range of life support abilities as a professional and as a pan-professional. <input type="checkbox"/> I am aware of my role as a concierge who can provide a wide range of life support activities for people, making use of my own expertise while drawing on knowledge and skills from different related fields, responding flexibly to the characteristics of the region and the diverse ways of thinking and lifestyles of the people living there. <input type="checkbox"/> I have been able to acquire and accumulate a wide range of knowledge and skills that will enable me to provide a wide range of life support to local people as a general-purpose expert (concierge), by cooperating and cooperating while making use of my own expertise, in collaboration with people who are studying to work as experts in different related academic fields.
	<p>[Food and Health Course]</p> <p>2) Students will acquire the basics of specialized skills required in the food industry and be able to deploy them in a variety of situations.</p> <p>① Students will have acquired basic cooking skills.</p> <p>② Students will value seasonal ingredients and a sense of the season and be able to manage school lunches with meal plans that are appropriate for a variety of situations.</p> <p>③ Students will be able to understand problems with the health and dietary habits of students and plan and implement methods to solve them.</p>	<input type="checkbox"/> I can understand basic cooking terminology and make an effort to acquire the knowledge and skills necessary for cooking. <input type="checkbox"/> I also understand the importance of seasonal ingredients and seasonal meals.	<input type="checkbox"/> I can understand basic cooking terminology and have acquired the knowledge and skills necessary for cooking. <input type="checkbox"/> I can also plan meals that take into account seasonal ingredients and seasonality.	<input type="checkbox"/> I will acquire the necessary knowledge and skills for cooking, and be able to plan meals that value seasonal ingredients and seasonality. <input type="checkbox"/> I will also be able to think about how to manage school lunches while taking into account the health and dietary habits of the students.	<input type="checkbox"/> I will acquire the necessary knowledge and skills for cooking, and be able to plan meals that value seasonal ingredients and seasonality. <input type="checkbox"/> I will also be able to manage school lunches in a variety of situations, taking into consideration the health and dietary habits of the students.
	<p>[Food and Health Course]</p> <p>3) Students will be able to provide dietary support (dietary guidance) tailored to the individual, from the individual's perspective. They will also be able to prepare an appropriate eating environment.</p> <p>① Students will be able to talk to and explain things to individuals appropriately.</p> <p>② Students will be able to provide comprehensive support by taking into account various aspects of the individual's lifestyle, eating habits, food preferences, etc.</p> <p>③ Students will be able to prepare an appropriate eating environment to enable individuals to lead healthy and safe eating habits.</p>	<input type="checkbox"/> I can talk to the subjects. I can also investigate their lifestyle, eating habits, and food preferences.	<input type="checkbox"/> I can talk to and explain things to people. In addition, I can think about dietary support (dietary guidance) that takes into account various aspects such as lifestyle habits, eating habits, and food preferences from the people's perspective.	<input type="checkbox"/> I can communicate with the client. Also, I can provide dietary support (dietary guidance) from the client's perspective, taking into account various aspects such as lifestyle habits, eating habits, and food preferences. Furthermore, I can consider what is the appropriate food environment for the client to lead a healthy and safe dietary life.	<input type="checkbox"/> I can communicate smoothly with the client. In addition, I can provide dietary support (dietary guidance) that takes into account various aspects such as the client's lifestyle, eating habits, and food preferences. Furthermore, I can create an appropriate eating environment for the client to lead a healthy and safe diet.
IV (Ability to support and create local life) 【Behavior, Experience and Creative thinking】	<p>【Common to courses】</p> <p>1) Students acquire the ability to view life as a whole by scientifically analyzing and understanding the elements of life, and have the creative thinking based on their experience, and are equipped with the skills required to become life support professionals who "learn in multiple areas and work in multiple areas."</p>	<input type="checkbox"/> I understand that in order to revitalize the community and provide life support activities, it is necessary to scientifically analyze data on people's actual living conditions. <input type="checkbox"/> I recognize that the lifestyles of local people are extremely diverse and cannot be understood by only catching a glimpse of one aspect, and that the ability to take a broad, bird's-eye view of the broader aspects of life (life, living, existence) is necessary. <input type="checkbox"/> I recognize that in order to apply the basic knowledge and skills I am currently learning to practical life support activities, I need experiential knowledge and skills based on experience.	<input type="checkbox"/> I can use specific methods such as data collection and scientific analysis techniques to revitalize the community and provide support to people's daily lives. <input type="checkbox"/> I am beginning to acquire the ability to respond to the extremely diversified lifestyles of local people from a bird's-eye view by combining multiple levels of support for "life," "living," and "way of living" based on "food," "welfare," and "multiculture." <input type="checkbox"/> In addition to the basic knowledge and skills I am currently learning through classroom learning (mainly lectures), I am beginning to acquire experiential knowledge and skills from exercises and practical training.	<input type="checkbox"/> I am able to draw up and plan specific plans for collecting data from a wide range of fields and analyzing it in order to revitalize the community and support people's daily lives from a scientific perspective. <input type="checkbox"/> I am able to think and study from multiple perspectives, effectively combining the levels of support for "life," "living," and "way of living" with "food," "welfare," and "multiculture" as the foundations of life, in order to provide support activities that respond to the extremely diverse lifestyles of local people. <input type="checkbox"/> I have steadily acquired practical knowledge and skills through experiential exercises and practical classes on campus, and especially through off-campus community collaboration activities.	<input type="checkbox"/> I am able to carefully consider the results obtained from the collection and analysis of data from a wide range of fields in order to revitalize the community and support people's daily lives from a scientific perspective, and then come up with innovative ideas to embark on more effective support activities for people based on my own ideas. <input type="checkbox"/> In order to flexibly respond to the extremely diversified lifestyle orientations of local people and carry out support activities, I am able to take practical action in a multifaceted manner by effectively combining the levels of support for "life," "living," and "way of living" based on "food," "welfare," and "multiculture." <input type="checkbox"/> I have the practical abilities to be active in the real world as a life support professional, with the aim of engaging in community revitalization activities on campus, and especially off-campus, and improving people's quality of life (QOL).
	<p>[Food and Health Course]</p> <p>2) Students will acquire the ability to contribute to the community through food education activities.</p> <p>① Students will be able to take an interest in food education activities both on and off</p>	<input type="checkbox"/> I am able to take an interest in and participate in school events and outside food education activities. <input type="checkbox"/> I am able to understand the current situation in the community.	<input type="checkbox"/> I am able to take an interest in and actively participate in school events and food education activities outside of school. <input type="checkbox"/> I am able to understand the current situation in the community and think	<input type="checkbox"/> I am able to take an interest in and actively participate in school events and outside of school nutritional education activities. <input type="checkbox"/> I am able to grasp the current situation in the community, summarize the	<input type="checkbox"/> I am interested in and able to actively participate in school events and off-campus food education activities. <input type="checkbox"/> I can grasp the current situation in the community and plan and implement food education activities that meet the needs.

	<p>campus.</p> <p>② Students will be able to actively participate in food education activities both on and off campus.</p> <p>③ Students will be able to plan and implement food education activities according to needs.</p>		<p>about necessary food education activities.</p>	<p>necessary nutritional education activities, and create an implementation plan.</p>	<p><input type="checkbox"/> I can collect, organize, and analyze necessary information and utilize it in future activities.</p>
	<p>[Food and Health Course]</p> <p>3) Students can build trusting relationships with others and work together.</p> <p>① Students can do group work.</p> <p>② Students can report, contact, and consult.</p> <p>③ Students have good communication skills.</p>	<p><input type="checkbox"/> I can have my own opinions within a group.</p> <p><input type="checkbox"/> I can understand the need to report, communicate, and consult.</p> <p><input type="checkbox"/> I can understand the need to treat people differently depending on the situation.</p>	<p><input type="checkbox"/> I can have my own opinions and express them within a group.</p> <p><input type="checkbox"/> I understand the need to report, contact, and consult, and make an effort to put this into practice.</p> <p><input type="checkbox"/> I understand the need to interact with people and situations in a way that suits them, and make an effort to put this into practice.</p>	<p><input type="checkbox"/> I can summarize my thoughts and express them in a group and exchange opinions with others.</p> <p><input type="checkbox"/> I can understand the need for reporting, contacting, and consulting, and put it into practice.</p> <p><input type="checkbox"/> I can understand the need for dealing with people and situations appropriately, and put it into practice.</p>	<p><input type="checkbox"/> I can actively exchange opinions within a group.</p> <p><input type="checkbox"/> I can listen to the opinions of others and deepen my own thoughts.</p> <p><input type="checkbox"/> I can understand the need for reporting, contacting, and consulting, and put this into practice correctly.</p> <p><input type="checkbox"/> I can understand the need for appropriate contact with people and situations, and put this into practice correctly. I can communicate with anyone.</p>