

Student Admissions in the 2021 Academic Year

APU is committed to being a “learning space” where students can grow on their own initiative. Since the university’s founding, we have afforded respect for both the individuality and the diversity of students gathered from around Japan and across the world. In the future, we hope to welcome more diverse individuals equipped with the capacity to think for themselves.

APU is a university that promises a variety of opportunities for students who may have worked solidly on their studies and extracurricular activities up to senior high school, but do not yet have a clear goal for the future and hope to find one in the course of their learning and extracurricular activities at university. These opportunities also await those who are hoping to achieve significant personal growth at university, and those who are serious about changing the world through their own actions in the future. APU supports students who set lofty goals for themselves.

From the 2021 academic year (AY2021) admissions season, APU shall conduct admissions with a view to fostering and producing individuals to “change the world” as stated in the APU2030 Vision.

The APU2030 Vision: “APU graduates possess the power to change our world”

APU is building a world-class Global Learning Community in the hope that those who study at APU grow into people who “change our world.”

This vision expresses the university’s commitment to fostering change-makers: helping each and every graduate to find their own place somewhere in the world to utilize what they have learned at APU and change the world through their own actions.

The world is undergoing rapid transformations. The speed of these transformations means that the latest knowledge quickly goes out of date. These conditions are precisely what makes it important to develop basic qualities and capabilities and the capacity to think for oneself. APU seeks to foster individuals who are capable of interpreting texts and information accurately, expressing their own will and opinion clearly, providing logical explanations and thinking mathematically, and who can use these and other capabilities to act in ways that change the world.

Qualities and capabilities expected at APU

APU considers the following qualities and capabilities to be essential in order to take active global roles in the new era and to “change the world.”

■ Knowledge/skills, capacity for thinking/judgment/expression

The capacity, as a product of learning undertaken up to and including senior high school, to think, make judgments, and express oneself based on broad-ranging knowledge and skills, and to continue learning actively throughout one’s life through deep self-directed, interactive study.

■English communication

Sound practical proficiency in the English language, and the capacity to learn and together with peers gathered from all countries and regions of the world and to understand one another's cultures and customs.

■Initiative/diversity/collaboration

A positive attitude towards engaging others and contributing to others based on a capacity to act in pursuit of one's goals, to see things through to the end, and to achieve mutual understanding.

AY2021 Admissions

Admissions at APU shall be conducted as follows from AY2021 admissions.

For capacity, entrance exam schedules, point allocation, and other details, please refer to the applicable admissions guidelines.

The information provided here is subject to change. Any changes made shall be announced on the APU website.

I. Regular Admissions (currently Regular Entrance Examinations)

Approach to school curricular subjects

- Japanese (for native speakers; *kokugo*) is the most basic of all subjects: it provides the basis of thought and the foundations for deeper thinking across all fields of learning. For this reason, Japanese is thus an essential subject across all admissions methods. Methods that use the Common Test for University Admissions shall employ the subjects Written Japanese: modern era and thereafter and Classical Japanese (Japanese and Chinese classics). Answers to essay-type questions shall be scored using a grade-based system that is added to mark sheet question scores to determine admissions outcomes.
- For English, vocabulary and grammar skills are essential. It is also important to have well-balanced proficiency across the four skill areas of reading, listening, speaking, and writing. Therefore, in methods that use the Common Test for University Admissions, both English (Textual [Reading]) and English (Listening) shall be used, together with a "special measure for Foreign Language subjects for those with third-party English language proficiency test scores, etc." The required scores in third-party English language proficiency tests and the like shall be stated in admissions guidelines.
- Mathematics is an important subject that provides skills in presenting numerical justifications and thinking and explaining things logically. Among the methods that use the Common Test for University Admissions, Mathematics I/Mathematics A shall be compulsory in the 7-subject and 5-subject categories. Scores in answers to essay-type questions shall be added to mark sheet question scores to determine admissions outcomes.
- Science is an important subject for comprehending the mechanisms of the natural world, as acknowledged, for example, by the inclusion of scientific literacy as one of the subjects in the Programme for International Student Assessment (PISA) tests conducted for senior high schools students across the world.

- Social Science is an essential subject for understanding the mechanisms of human society and to think and engage in dialogue with the world.

1. Common Test for University Admissions Methods

7-subject, 5-subject, and 3-subject Methods shall be implemented for February Screening, and the March Screening (4-subject) Methods shall be implemented in March.

(1) February Screening

(i) 7-subject Method (Japanese basis)

| Common Test Subjects/Categories | | |
|---------------------------------|---|--|
| Foreign Language | One from among English, German, French, Chinese, and Korean [see Notes 1 and 2] | |
| Japanese | Japanese [see Note 3] | |
| Mathematics | Mathematics I / Mathematics A [see Note 4] | |
| Mathematics | Mathematics II / Mathematics B | Four highest-scoring subjects are used |
| Civics | The highest-scoring out of Contemporary Society, Ethics, Politics/Economics, and Ethics, Politics and Economics | |
| Geography/History | Japanese History B, World History B, Geography B | |
| Science | From among Physics Foundations, Chemistry Foundations, Biology Foundations, and Earth Science Foundations two subjects, and Physics, Chemistry, Biology, and Earth Science [see Note 5] | |

(ii) 5-subject Method (Japanese basis)

| Common Test Subjects/Categories | | |
|---------------------------------|--|---------------------------------------|
| Foreign Language | One from among English, German, French, Chinese, and Korean [see Notes 1 and 2] | |
| Japanese | Japanese [see Note 3] | |
| Mathematics | Mathematics I / Mathematics A [see Note 4] | |
| Mathematics | Mathematics II / Mathematics B | Two highest-scoring subjects are used |
| Civics | The highest-scoring out of Contemporary Society, Ethics, Politics/Economics, and Ethics, Politics and Economics | |
| Geography/History | Japanese History B, World History B, Geography B | |
| Science | Two subjects from among Physics Foundations, Chemistry Foundations, Biology Foundations, and Earth Science Foundations and the highest subject from among Physics, Chemistry, Biology, and Earth Science is used. [see Note 5] | |

(iii) 3-subject Method (Japanese basis)

| Common Test Subjects/Categories | | |
|---------------------------------|---|-------------------------------------|
| Foreign Language | One from among “English”, “German”, “French”, “Chinese”, and “Korean” [see Notes 1 and 2] | |
| Japanese | “Japanese” [see Note 3] | |
| Mathematics | “Mathematics I / Mathematics A”; “Mathematics II / Mathematics B” [see Note 4] | The highest-scoring subject is used |
| Civics | Contemporary Society, Ethics, Politics/Economics, and “Ethics, Politics and Economics” | |
| Geography/History | Japanese History B, World History B, Geography B | |
| Science | “From among Physics Foundations, Chemistry Foundations, Biology Foundations, and Earth Science Foundations two subjects”, and Physics, Chemistry, Biology, and Earth Science [see Note 5] | |
| | | |

(2) March Screening

(iv) March Method (4-subject) (Japanese basis)

| Common Test Subjects/Categories | | |
|---------------------------------|--|---------------------------------------|
| Foreign Language | One from among “English”, “German”, “French”, “Chinese”, and “Korean” [see Notes 1 and 2] | |
| Japanese | “Japanese [“see Note 3] | |
| Mathematics | The highest-scoring out of “Mathematics I / Mathematics A” and “Mathematics II / Mathematics B” [see Note 4] | Two highest-scoring subjects are used |
| Civics | The highest-scoring out of Contemporary Society, Ethics, Politics/Economics, and “Ethics, Politics and Economics” | |
| Geography/History | Japanese History B, World History B, Geography B | |
| Science | “Two subjects from among Physics Foundations, Chemistry Foundations, Biology Foundations, and Earth Science Foundations”, and the highest scoring out of Physics, Chemistry, Biology, and Earth Science [see Note 5] | |
| | | |

Note 1. For English, both English (Textual [Reading]) and English (Listening) are used.

Note 2. APU offers a “special measure for Foreign Language subjects for those with third-party language proficiency test scores in English, etc.” Applicants in eligible admissions methods who wish to make use of this measure at the time of application shall, provided their proficiency test score meets the standard prescribed by APU and upon submission of the applicable test score certificate (copy), be awarded the equivalent of full marks for the Foreign Language subject in question, regardless of whether or not they have taken that subject in the Common Test for University Admissions. The required scores in third-party English language proficiency tests and the like shall be stated in admissions guidelines.

Note 3. The subjects used are Written Japanese: modern era and thereafter and Classical Japanese (Japanese and Chinese classics). Answers to essay-type questions shall be scored using a grade-based system and added to mark sheet question scores to determine admissions outcomes.

Note 4. Answers to essay-type questions shall be scored using a grade-based system and added to mark sheet question

scores to determine admissions outcomes.

Note 5. The “two subjects from among Physics Foundations, Chemistry Foundations, Biology Foundations, and Earth Science Foundations” shall be counted as a single subject.

2. APU-Specific Admissions Methods

(1) February Method (currently “A Method”) [standard 3-subject method] (Japanese basis)

| Category | Subject | Coverage | |
|-----------------------|------------------------|---|------------------------|
| Foreign Language | English | English for Communication I, English for Communication II, English for Communication III, English Expression I, English Expression II | |
| Japanese | Japanese | General Japanese, Contemporary Literature B, Classics B (no separate questions on Chinese classics) | |
| Civics | Politics/ Economics | Politics/Economics | Select any one subject |
| Geography/ History | Japanese History | Japanese History B | |
| | World History | World History B | |
| | Geography | Geography B | |
| Mathematics | Mathematics | Mathematics I, Mathematics II, Mathematics A, Mathematics B (sequences and vectors) | |

(2) English Focus Method (3-subject method) (Japanese basis)

| Category | Subject | Coverage | |
|-----------------------|------------------------|---|------------------------|
| Foreign Language | English | English for Communication I, English for Communication II, English for Communication III, English Expression I, English Expression II | |
| Japanese | Japanese | General Japanese, Contemporary Literature B, Classics B (no separate questions on Chinese classics) | |
| Civics | Politics/ Economics | Politics/Economics | Select any one subject |
| Geography/ History | Japanese History | Japanese History B | |
| | World History | World History B | |
| | Geography | Geography B | |
| Mathematics | Mathematics | Mathematics I, Mathematics II, Mathematics A, Mathematics B (sequences and vectors) | |

*English is given a higher weighting than the other subjects.

(3) Common Test Combined Method (3-subject method) (Japanese basis)

| Category | | Subject | Coverage |
|--------------|-------------------|--|---|
| APU-Specific | Foreign Language | English | English for Communication I, English for Communication II, English for Communication III, English Expression I, English Expression II |
| | Japanese | Japanese | General Japanese (Written Japanese: Modern era and thereafter), Contemporary Text B |
| Common Test | Mathematics | “Mathematics I / Mathematics A”, “Mathematics II / Mathematics B” [see Note 4] | |
| | Civics | Contemporary Society, Ethics, Politics/Economics, and “Ethics, Politics and Economics” | |
| | Geography/History | Japanese History B, World History B, Geography B | |
| | Science | “From among Physics Foundations, Chemistry Foundations, Biology Foundations, Earth Science Foundations two subjects”, and Physics, Chemistry, Biology and Earth Science [see Note 5] | |
| | | | The highest-scoring subject is used |

*Admission is determined based on the results from two APU-specific subjects and one (the highest-scoring) Common Test subject.

(4) March Method (Japanese basis)

| Category | Subject | Coverage |
|------------------|----------|---|
| Foreign Language | English | English for Communication I, English for Communication II, English for Communication III, English Expression I, English Expression II |
| Japanese | Japanese | General Japanese (Written Japanese: Modern era and thereafter), Contemporary Text B |

(5) Common Test + Interview Comprehensive Evaluation Method (Japanese basis)

| Common Test Subjects/Categories | | | APU-Specific |
|---------------------------------|---|--|-------------------------------------|
| Foreign Language | One from among “English”, “German”, “French”, “Chinese”, and “Korean” [see Notes 1 and 2] | | + Interview |
| Japanese | “Japanese” [see Note 3] | | |
| Mathematics | “Mathematics I / Mathematics A”; “Mathematics II / Mathematics B” [see Note 4] | | |
| Civics | Contemporary Society, Ethics, Politics/Economics, and “Ethics, Politics and Economics” | | |
| Geography/History | Japanese History B, World History B, Geography B | | |
| Science | “From among Physics Foundations, Chemistry Foundations, Biology Foundations and Earth Science Foundations two subjects”, and Physics, Chemistry, Biology and Earth Science [see Note 5] | | The highest-scoring subject is used |

*Please refer to the separate admissions guidelines for information on how results in each subject of the Common Test for University Admissions are used.

*Please refer to the separate admissions guidelines for information on the “special measure for Foreign Language subjects for those with third-party English language proficiency test scores, etc.”

II. Integrated Admissions (presently AO Methods)

1. Admissions Fostering Individuals to Change the World (Japanese basis)

This type of admissions utilizes a Logical Flower Chart* to cultivate applicants’ “exploratory” qualities and capabilities (critical thinking skills) to independently formulate questions, methods, and answers (optimal responses). Applicants produce essays and other outputs that are evaluated together with their reasons for application and other submitted documents.

Senior high school academic transcripts are also used to evaluate overall scholastic achievement (current grade average) in Japanese, English, and mathematics (applicants must be taking at least Mathematics I and Mathematics A).

Moreover, applicants attend an interview to determine their capacity to pro-actively utilize APU’s multicultural education and living environment and resources in order to learn and grow.

Submission of third-party English language proficiency scores is optional, but scores submitted shall form part of the evaluation.

*Logical Flower Chart: An original tool for “exploratory learning” at APU, designed to enable students to formulate their own questions, establish their own methods and answers (optimal responses), render them as outputs (written papers, presentations, etc.), and test them through discussion with others.

2. International Baccalaureate (IB) Admissions (Japanese basis, English basis)

This method is for applicants who have completed (or expect to complete) the Diploma Program (DP) in the International Baccalaureate (IB), and evaluates their learning up to completion of the DP.

Applicants are required to submit their Extended Essay (EE) and other documentation, as well as to attend an interview to determine their capacity to pro-actively utilize APU’s multicultural education and living environment and resources in order to learn and grow.

3. Extracurricular Activities Admissions (Japanese basis, English basis)

This method evaluates applicants’ especially outstanding achievements in academic, sporting, and other activities (such as placings in national competitions, prizes in international contests, high scores in English language proficiency tests, study abroad experience, etc.), in addition to their reasons for application and other submitted documents.

Senior high school academic transcripts are also used to evaluate overall scholastic achievement (current grade average) in Japanese, English, and mathematics (applicants must be taking at least Mathematics I and Mathematics A).

In order to assess English language proficiency, applicants' scores in third-party English language proficiency tests and the like shall be checked in the course of confirming eligibility. The scores required shall be stated in the admissions guidelines.

Moreover, applicants attend an interview to determine their capacity to pro-actively utilize APU's multicultural education and living environment and resources in order to learn and grow.

4. Admissions for Students Educated Outside Japan (Returnee Students) (Japanese basis, English basis)

This method is for applicants who have been educated outside Japan for a certain period of time. It utilizes tools for assessing critical thinking, as well as evaluating applicants on the basis of submitted documents including reasons for application and academic transcripts.

In order to assess English language proficiency, applicants' scores in third-party English language proficiency tests and the like shall be checked in the course of confirming eligibility. The scores required shall be stated in the admissions guidelines.

Moreover, applicants attend an interview to determine their capacity to pro-actively utilize APU's multicultural education and living environment and resources in order to learn and grow.

5. International Student Admissions (Japanese basis, English basis)

This method utilizes tools for assessing critical thinking.

Please refer to the admission guidelines for more details.

<https://admission.apu.ac.jp>

*APU operates a Japanese-English dual-language education system, and students select their basis language at the time of application. The third-party English language proficiency test scores required to be eligible for English-basis application are being revised from AY2021 admissions to ensure that students can pursue more in-depth learning in English. For specific eligibility requirements, please refer to the admissions guidelines.

*Admissions methods for entrance in September shall be announced separately.

III. School Recommendation Admissions (presently Recommendation Methods)

Designated School Recommendation Method

Applicants will be evaluated on the basis of the reasons for applying and other documentation, pursuant to recommendation by their school principal.

Senior high school academic transcripts are also used to evaluate overall scholastic achievement (current grade average) in Japanese, English, and mathematics (applicants must be taking at least Mathematics I and Mathematics A).

In order to assess English language proficiency, applicants' scores in third-party English language proficiency tests and the like shall be checked in the course of confirming eligibility. The scores required shall be stated in the admissions guidelines.

Moreover, methods such as presentations by applicants and oral examinations shall be used to determine applicants' capacity to pro-actively utilize APU's multicultural education and living environment and resources in order to learn and grow, and to confirm their knowledge/skills and capacity for thinking, judgment, and expression. (Specific methods used shall be announced in the admissions guidelines.)

Evaluation of initiative/diversity/collaboration

Submission of materials (such as the JAPAN e-Portfolio) pertaining to evaluation of applicants' "initiative to learn in collaboration with diverse individuals," which is one of the three basic scholastic abilities, shall be optional. Materials submitted shall not be used in the process of determining admissions outcomes, but shall be used as internal reference materials and to enable students admitted to APU to reflect on their own learning.