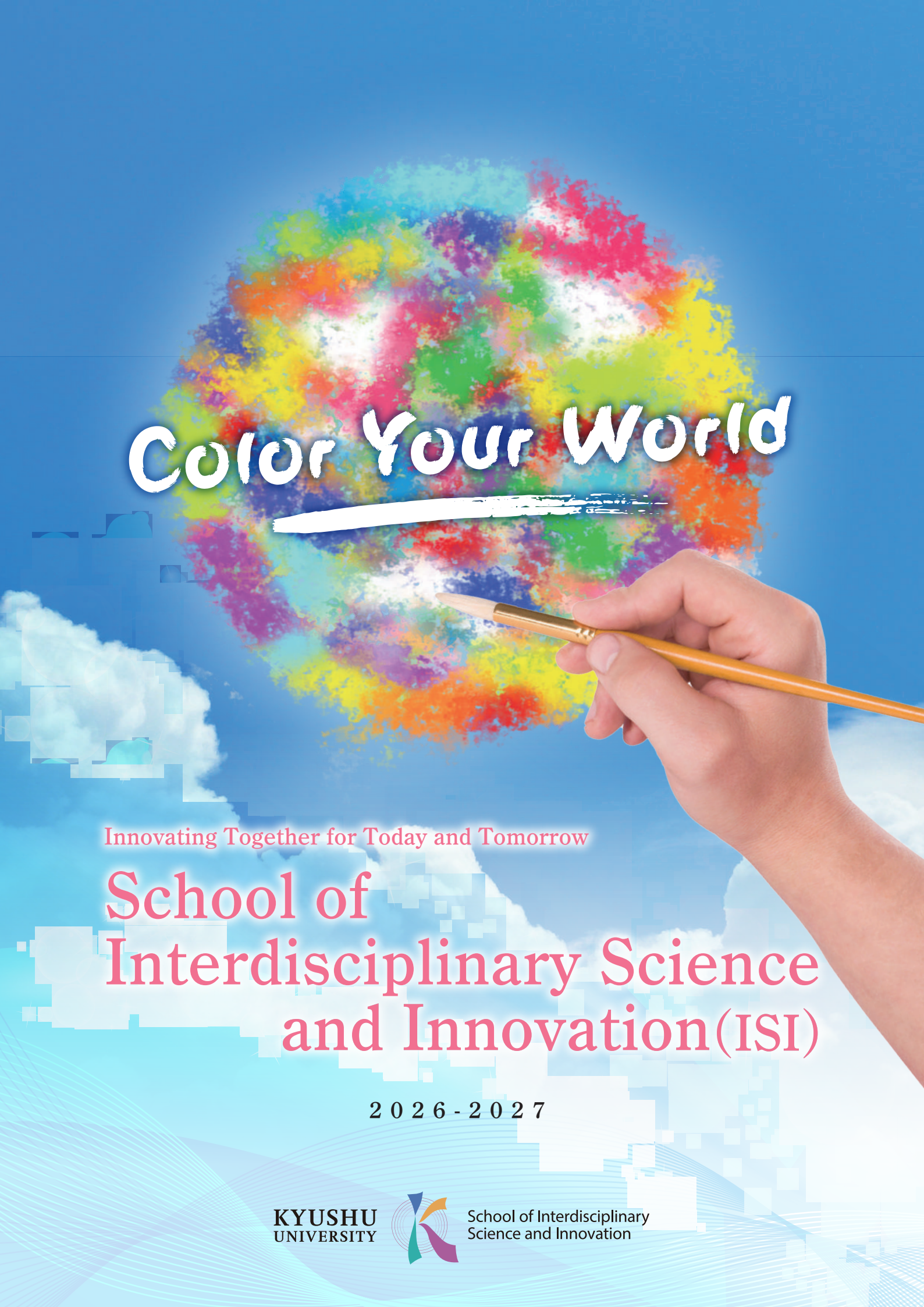


Innovating Together for Today and Tomorrow

School of Interdisciplinary Science and Innovation(ISI)

2026-2027

KYUSHU UNIVERSITY

School of Interdisciplinary Science and Innovation

Following the Links in the Chain of Knowledge

Large-scale climate change, economic inequality and poverty, the loss of natural environments, conflicts over energy resources, globalization and religious and ethnic tensions, and fears of another global pandemic…
As most of the problems that we face right now have been spawned by the complex interplay of a variety of factors, it is difficult to resolve them using the perspectives of a single discipline.
We seek to follow the links in the chain of knowledge across the boundaries between disciplines and explore ways of solving problems from multiple viewpoints, perspectives, and standpoints.
Experiencing this style of learning and this way of taking action is essential to addressing the issues that we face now or could face in the future.
We cultivate a flexible mindset that embraces diversity, leverage it to its fullest potential, and develop broad knowledge along with advanced communication skills.

New Department Planned for Launch in October 2028

We are planning to establish a new department based on a Joint Degree Program (JDP) in partnership with the University of Glasgow, a leading institution in the United Kingdom.
This program will be the first initiative of its kind at the undergraduate level among Japan's national universities, allowing students to pursue their studies in both Japan and the UK.
Through fieldwork conducted in Asia and Europe, students will develop a deeper understanding of real-world environmental challenges. The program provides an excellent opportunity for those aspiring to pursue international careers, including positions as international civil servants and other globally oriented professions.
*Please note that the details of the program are subject to change as it is currently under development.
*For more information, please visit the dedicated website.

https://kyoso.kyushu-u.ac.jp/en/pages/jdp

message

Dean

ARAYA Kunio

Professor
Area of Expertise : Entomology, Biodiversity Science

The School of Interdisciplinary Science and Innovation (ISI) is the newest faculty at Kyushu University, having been established in April 2018 as the university's 12th faculty. What was the significance of this establishment, which marked the first new faculty in approximately 50 years?

The reason lies in the fact that the era you are entering is vastly different from the past, and the knowledge imparted by traditional faculties alone will not suffice to prepare you for the changes ahead. We are currently facing numerous global and human-scale challenges: large-scale climate change, loss of biodiversity, ethnic conflicts, terrorism, pandemics, and more. To address these pressing issues, collaboration is required not only among experts but also among individuals from various sectors and perspectives. For this, we need individuals who possess both a broad outlook and specialized expertise, who can approach problems from multiple angles and employ a diverse range of methodologies. This is the type of talent that ISI aims to cultivate.

However, traditionally, expertise has been developed by focusing "narrowly and deeply" in a specific field, which appears to be at odds with cultivating a broad perspective. On the other hand, if one only pursues knowledge "broadly and shallowly," it risks resulting in a superficial understanding, ultimately achieving little. So, how can we achieve the seemingly contradictory goal of combining broad perspectives with deep expertise?

The path that ISI proposes, toward becoming a person who embodies both breadth of perspective and deep specialization, may be likened to scaling a towering mountain with a wide base. The summit of the mountain (representing specialization) rises endlessly upwards, while the broad base (representing perspective) supports this lofty peak. This grand mountain represents the ideal image of combining broad perspectives with specialized knowledge. Yet, scaling such a mountain is no easy task, for this mountain has never been conquered before.

Traditional faculty education could be compared to ascending a well-maintained mountain trail. Although reaching the summit requires effort, there is little risk of losing one's way. However, the educational approach at ISI is more akin to cutting your own path toward the summit of problem-solving using a previously unexplored ascent. You may find yourself out of breath merely reaching the base of the mountain, and after finally starting the climb, you may despair as the summit seems to remain perpetually distant.

To succeed in this arduous and uncertain ascent, strong mental fortitude and sustained motivation to persevere through challenges are crucial. In my personal experience, I believe that finding something you are truly passionate about and eager to learn in depth is the key to maintaining motivation through the long and difficult journey. I am a biologist, and my primary research focus is on stag beetles. My motivation stems from a simple desire: "I want to know everything about these fascinating stag beetles." For me, the various disciplines within biology, such as taxonomy, phylogenetics, morphology, biogeography, evolutionary biology, developmental biology, and molecular biology, are all tools and approaches to help me uncover everything about the stag beetles I love. In short, I am determined to use every bit of knowledge and technique available to me to capture stag beetles around the world and uncover the full extent of their allure.

In my case, my passion lies with stag beetles, but your interests could be anything including countries, regions, historical figures, or more. For instance, if you wish to explore a country you love, you would need to study its history, ethnicities, language, literature, politics, economy, society, as well as its natural environment, geology, and flora and fauna. If you truly seek to master your area of passion or curiosity, you will naturally find yourself adopting a multi-faceted approach that draws on diverse methodologies.

In this light, one might say that the quickest path to combining broad perspectives with specialized expertise is, in a sense, becoming the ultimate expert in your chosen field. If you are driven by the passionate desire to pursue what you love or are curious about, then even hardships can be transformed into meaningful challenges that propel you forward.

So, if you already have something you are passionate about or wish to learn in depth, join ISI and pursue it to the fullest. If you have yet to discover your passion, join ISI to find it. Together, let us take the first step toward conquering the towering mountain that no one has yet conquered.

Kyushu University Overview

Founded in 1911 as one of Japan's seven Imperial Universities, Kyushu University has established itself as a leader in education and research in Asia. Currently, it has 8,000 faculty and staff, and 19,000 students, including more than 2,100 international students. Comprehensive in its academic reach, the university has 12 undergraduate schools, 20 graduate schools, and numerous affiliated research centers. Kyushu University's main strengths lie in its active and innovative science programs, as is evidenced by the medical school, one of the most highly regarded and advanced in Asia. Kyushu University is now located at the new Ito Campus, which is second to none in Asia in terms of both research facilities and learning environment.

History

1903 Founded as Fukuoka Medical College, an extension campus of Kyoto Imperial University
1911 Established as Kyushu Imperial University
1949 Reorganized into Kyushu University under the National School Establishment Law
2003 Merged with Kyushu Institute of Design
2004 Became a National University Corporation
2011 Celebrated its first centennial
2018 Established the School of Interdisciplinary Science and Innovation

Schools

School of Interdisciplinary Science and Innovation

School of Letters
School of Education
School of Law
School of Economics
School of Science
School of Medicine
School of Dentistry
School of Pharmaceutical Sciences
School of Engineering
School of Design
School of Agriculture

Graduate Schools

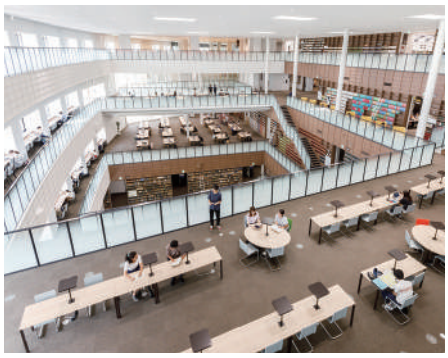
Graduate School of Humanities
Graduate School of Integrated Sciences for Global Society
Graduate School of Human-Environment Studies
Graduate School of Law
Law School (Professional Graduate School)
Graduate School of Economics
Graduate School of Science
Graduate School of Mathematics
Graduate School of Systems Life Sciences
Graduate School of Medical Sciences
Graduate School of Dental Science
Graduate School of Pharmaceutical Sciences
Graduate School of Engineering
Graduate School of Design
Graduate School of Information Science and Electrical Engineering
Interdisciplinary Graduate School of Engineering Sciences
Graduate School of Bioresource and Bioenvironmental Sciences
Graduate School of Integrated Frontier Sciences
Joint Graduate School of Mathematics for Innovation
Joint Graduate School of Digital Humanities

One of the Premier Seven National Universities

These universities are known as former imperial colleges of Japan that distinguish themselves as the most prestigious universities and remain the cream of the crop in research and education.

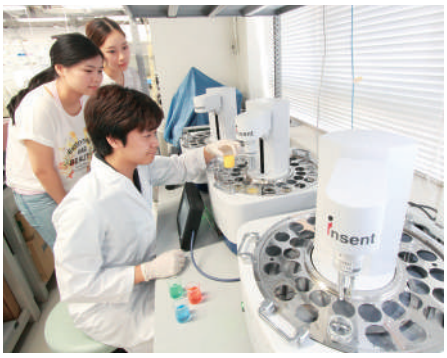
A Large Scale Comprehensive University

We have 12 undergraduate schools and 20 graduate schools across a wide range of academic fields. We provide researchers/students with cross-disciplinary research and learning opportunities within the university.



World's Top Class Research Facilities

The campus features state-of-the-art facilities and equipment for research. Undergraduate students may also take advantage of this as they study in the courses and conduct their graduation research in their final year of study.



Japan's Largest University Campus

Ito-campus, the biggest single campus in Japan, forms the heart of out academic environment. Students can enjoy all the latest facilities and well-equipped labs in their learning and other activities.

Student to Faculty Ratio of 9:1

Our student and teacher ratio provides an ideal learning environment with a high level of interaction, engagement and academic support. Students can also gain much individual attention from their teachers.

Bright Students from All Over the World

There are 2,625 international students from 107 countries/regions in Kyushu University.*1 The number of international students coming to Kyushu University is on the rise yearly. Currently more than one in eight students are from outside of Japan.

Strong Connections with Industry and Society

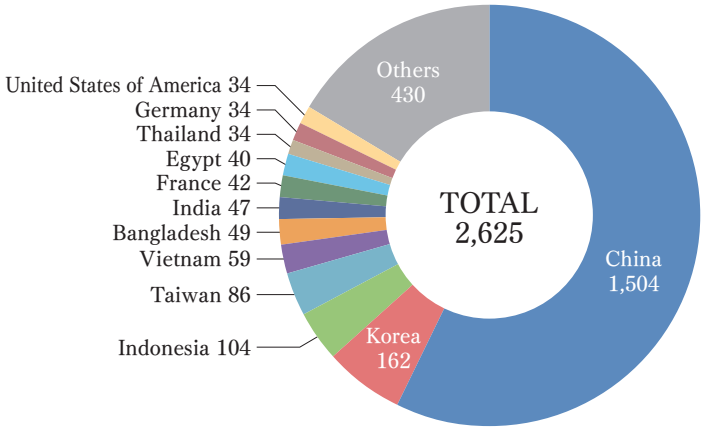
We are active in cooperation with business and industry, with companies maintaining their laboratories on-campus, facilitating a seamless transaction between academic research and commercial development and application.

*1 As of May 1, 2025

Number of International Students in Kyushu University (As of May, 2025)

Kyushu University as a whole 107 countries and regions

It is only natural, considering the long history of diplomatic relations and geographical proximity, that the majority of our international students are from Asia (85.2%). However we also have students from Europe (5.9%) and Africa (4.6%).



ISI, Where Students of Diverse Nationalities Gather Since 2018 27 Countries and Regions

Bangladesh	Guatemala	Mexico	Taiwan
Brazil	Hong Kong	Myanmar	Thailand
Bulgaria	India	Nederland	Turkey
Canada	Indonesia	Pakistan	United Kingdom
China	Israel	Philippines	United States of America
France	Korea	Singapore	Vietnam
Germany	Malaysia	Spain	

(Both Regular International Students and Exchange students)

Concept

Building on the active learning skills that Kyushu University requires all students to have, we will develop students' Backcast Thinking Skills for the Future, International Communication Skills, Deep Analytical Skills, and Practical Collaborative Skills to ensure that they have both the attitude and abilities required for interdisciplinary studies.
Our aim is to ensure that students acquire interdisciplinary problem-solving skills while gaining these attitudes and abilities.

Backcast Thinking Skills for the Future
Students can make effective road maps for solving issues through backcast thinking from an ideal future, creating social value and innovation.

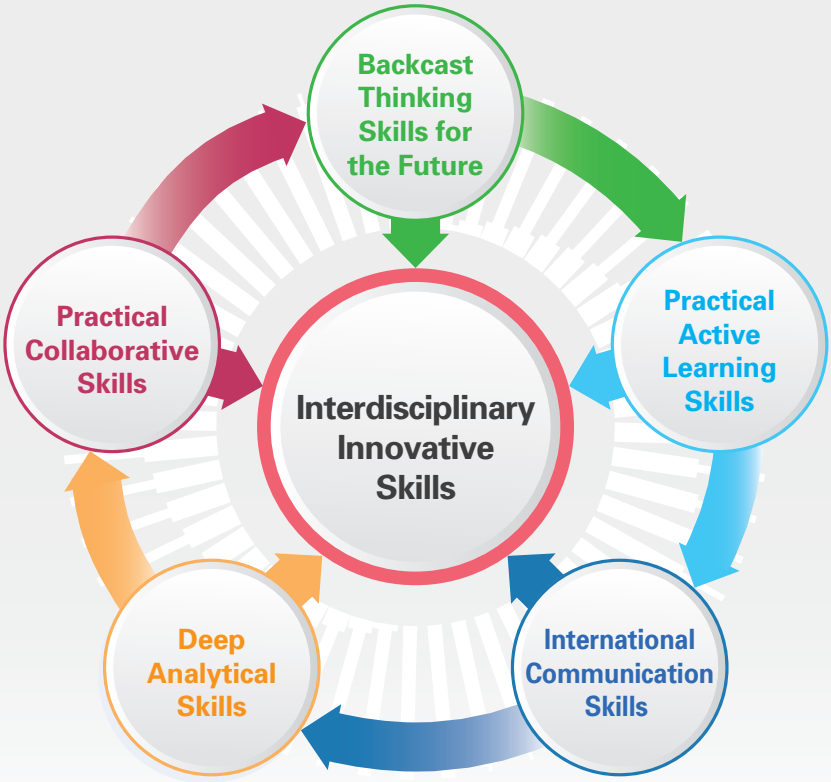
Practical Active Learning Skills
Students can explore and acquire the knowledge and abilities necessary for considering and solving issues by themselves.

International Communication Skills
Students can communicate and cooperate with people from diverse backgrounds and disciplines.

Deep Analytical Skills
Students can analyze the root causes and solutions of issues by utilizing different disciplines and perspectives.

Practical Collaborative Skills
Students can establish effective and feasible ways of solving issues and modifying them through collaboration and discussion with people from diverse backgrounds.

Interdisciplinary Innovative Skills
Students can effectively challenge and solve issues by utilizing International Communication Skills, Active Learning Skills, Deep Analytical Skills, Backcast Thinking Skills for the Future, and Practical Collaborative Skills.



Career Pathways

By using interdisciplinary problem-solving skills, we go beyond conventional academic disciplines.

Potential future careers of our graduates

For Global Life
Professionals capable of devising solutions to international and global issues and communicating this information effectively to the rest of the world

For Changing Society
Experts in designing new social structures and creating new values to solve challenges faced by the international community

For Future Science
Interdisciplinary researchers equipped with academic knowledge that transcends the boundary between humanities and science, who will go on to graduate schools within Japan and/or overseas

※For details about graduate schools in Kyushu University, please refer to P.03.

Degree

Bachelor of Arts and Sciences

Curriculum

1st Year　2nd Year

Widen the view and build the foundation to tackle issues: Learn various types of knowledge and essential for analyzing and investigating issues while widening the view through collaboration and

KIKAN Education courses for students in the second

Collaborative Courses

Develop perspectives and attitudes that will be essential in by collaborating with people who have different knowledge,
·Basic Project for ISI　·Project for ISI

KIKAN Education

KIKAN Education courses are taken by all undergraduate students at Kyushu University. They teach students ways of thinking and learning about issues, instilling in them basic knowledge and skills that will help them to develop a high level of expertise and a well-rounded education.

- ·KIKAN Education Seminar
- ·Issue Discovery Course
- ·Frontiers in Academic Approach
- ·Courses for Languages and Cultures
- ·Courses in Humanities and Social Sciences
- ·Courses in Sciences
- ·Courses in Cybersecurity
- ·Health and Sports Courses
- ·General Courses

ISI Fundamental Courses

Learn new perspectives, research methods, and skills that would be fundamental for studying at Interdisciplinary Science and Innovation.

- ·Basic Academic Research
- ·Issue and Innovation
- ·Math for ISI
- ·Basic System Science
- ·Data Collection and Analysis
- ·World Philosophies
- ·Historical Perspective of the World

KIKAN-Education 1st Foreign Language (Japanese)

"Japanese Academic Courses" in "Course for Language and Culture" offers with aim of improving students' skills in Japanese as a first foreign language.
These consist of Comprehensive, Kanji, Speaking, and Writing courses.

ISI Basic Seminar

Improve knowledge and skills acquired from Approach

Approach Subjects　Acquire academic methodologies and skills that would in analyzing and investigating the issues we face.

Humanities and Social Sciences Approaches

- ·Ethics and Philosophy A「Introduction to Cultural Memory Studies」
- ·Ethics and Philosophy B「Exploring Cultural Memory Studies」
- ·Ethics and Philosophy C「Approaches to social philosophies」
- ·Literature A「East Asian Culture and Literature」
- ·Literature B「Introduction to Comparative Literature and Culture」
- ·Language and Communication A「Introduction to Language Studies」
- ·Language and Communication B「Essence of Communication」
- ·Language and Communication C「Introduction to Language Policy」
- ·Language and Communication D「Language Education Policy to Immigrants: Japan and the World」
- ·History A「Difficult history: The Nanjing Incident and postwar student and environmental movements」
- ·Archaeology A「Public Archaeology」
- ·Archaeology B「Diversity of Social groups」
- ·Archaeology C「Theories and methods for the study of prehistoric societies」
- ·Anthropology A「Anthropological interview」
- ·Politics A「Basic Political Studies」
- ·Politics B「Normative political theory」
- ·International Relations A「International Relations」
- ·International Relations B「China and the World」
- ·Economics A「Introduction to Economic Analysis」
- ·Economics B「Development Economics」
- ·Economics C「Society as Seen Through Vectors and Matrices」
- ·Economics D「Critical thinking through behavioral economics」
- ·Economics E「Microeconomics 1」
- ·Economics F「Microeconomics 2」
- ·Area Studies A「Basic Regional Studies (Middle East Politics)」
- ·Area Studies B「Theory of Anthropological Fieldwork」

Natural Sciences Appro

- ·Ethics and Philosophy A「Bioethic
- ·Area Studies A「Practices in Earth
- ·Mathematics A「Introduction to St
- ·Engineering A「Natural Disaster a
- ·Engineering B「Natural Disaster a
- ·Engineering C「Physical Phenome Representations」
- ·Biology A「Introduction to Entomo
- ·Biology B「Biodiversity and Evolut
- ·Biology C「Molecular Biology」
- ·Biology D「Gene technology」
- ·Biology E「Genetics and Evolutio
- ·Biology F「Gene and Biodiversity」
- ·Biology G「Molecular and Cell Bio
- ·Biology H「Biochemistry, Endocrin
- ·Physics A「Foundation of natural
- ·Physics B「Introductory Experim
- ·Physics C「Introductory Experim
- ·Earth Sciences A「Understanding
- ·Earth Sciences B「Practice of Ba
- ·Earth Sciences C「Earth Materials
- ·Informatics A「Humans and Informa

Interdisciplinary Approaches

- ·Ethics and Philosophy A「What is "to think scientifically"?」
- ·Ethics and Philosophy B「History of Scientific Ideas」
- ·Language and Communication A「Language and Communication Practices in Multicultural Society」
- ·Language and Communication B「Introduction to Facilitation」
- ·Archaeology A「Archaeology Basic Practicum Ⅰ」
- ·Archaeology B「Archaeology Basic Practicum Ⅱ」
- ·Geography A「Economic Geography in East Asia」
- ·Geography B「Natural Environmental Geography」
- ·Geography C「Human Geography」
- ·Geography D「Environmental Geography Seminar」
- ·Area Studies A「Basic Area Studies」
- ·Mathematics A「Mathematical Logic A」
- ·Mathematics B「Mathematical Logic B」

- ·Engineering A「Hydro Science and Eng
- ·Engineering B「Fundamentals of Urban Built Environment Physics 1」
- ·Engineering C「Fundamentals of Urban Built Environment Physics 2」
- ·Engineering D「Earth Resources Engin
- ·Informatics A「Data Analytics 1」
- ·Informatics B「Data Analytics 2」
- ·Informatics C「Big Data Processing」
- ·Informatics D「Qualitative Research Me
- ·Informatics E「Python Programing in En
- ·Informatics F「Python Programing for A
- ·Informatics G「Practical Data Analysis
- ·Informatics H「Practical Data Analysis
- ·Science and Technology A「Science, te
- ·Design Studies A「Communication Desi
- ·Design Studies B「Design and Innovatio
- ·Ecology A「Basic Biodiversity」

International Learning Courses　Through study abroad and internships, beyond the city, country, or region that we were born and raised in to interact with people transcend differences.　·Cross-Cultural Adjustment 1　·Cross-Cultural Adjustment 2　·International Experience A　·International

Lecture Series　In order to learn how issues are actually tackled and what kind of difficulties people face in real situations, in the Lecture

Taking courses in other schools etc., as needed

(As of April 2026)

*This curriculum is subject to change due to revisions or other factors.

3rd Year

4th Year

skills that would be experience

Improve skills to tackle issues: Acquire knowledge, skills, perspectives, and attitudes through analyzing and investigating the issues

year and above

investigating the issues and finding the solution for issues
skills, ideas and backgrounds.

Subjects in a small group exercise format.

ISI Advanced Seminar

Acquire the methodologies, skills, and perspectives necessary to carry out Degree Project through regular guidance from the main supervisor of Degree Project.

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Issue-based Subjects

Designed to help students use methodologies, knowledge, and skills that they learned from Approach Subjects effectively to consider actual issues and to find possible solutions.

Human and Life Area

- Systems Neuroscience
- Nutritional Physiology
- Cancer and Health Science
- Basic Pharmaceutical Science
- Advanced Pharmaceutical Science
- Genetics and Developmental Biology

Earth and Environment Area

- Biodiversity Science
- Natural Environmental Geography Applied Seminar
- Conservation genetics
- Thinking about the Earth
- Earth Science in Global Society
- Human Environmental Geography Applied Seminar 1
- Human Environmental Geography Applied Seminar 2
- Entomology Seminar
- Environmental Urban Policy
- Environmental Conservation and Restoration
- Watershed hydrology and ecology
- Oceanic and Atmospheric Sciences
- Earth's dynamics
- Earth Materials 2
- Practice for Earth Science

States and Region Area

- Policy Evaluation
- Russian Economy and Society
- Comparative History
- Transnational History
- States and Politics
- Gender in East Asian History
- Contemporary China Studies
- Middle East Politics
- Japanese Economic History
- Global and Regional Ecology 1
- Global and Regional Ecology 2
- Methods and Issues of Electrical Energy Supply

People and Society Area

- International Social Welfare
- Clinical Pedagogy
- Tourism and Culture
- Global Governance
- Linguistic Data Analysis
- Communication and Cognition
- Globalized English
- Theories and Methods in Material Culture Studies 1
- Theories and Methods in Material Culture Studies 2
- Theories and Methods in Material Culture Studies 3
- Understanding self and others
- Glocal Fieldwork
- Practice in Osteoarchaeology
- Law in Modern Society
- Theory of Japanese Language Education

Area integrated

- Community and Social Development
- Programming for Interdisciplinary Science and Innovation
- Regional history
- Comparative Area Studies
- Tackling Challenges from Philosophy
- Seminar on normative political theory
- Religious Studies
- Water Cycle under Climate Change
- Geodisaster Mitigation and Sustainability
- Problem Solving using Design Thinking
- Health Science and Social Issues
- Design Thinking Process
- Engineering with Design Thinking
- Design Thinking Communication
- Modern physics
- Sustainable Resourse Processing

Degree Project

(Graduation Thesis)

Each student selects an issue, works to trace its origin and explores methods and perspectives that will be essential for establishing a solution in the future.

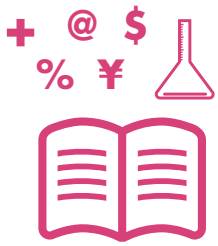
- Degree Project 1
- Degree Project 2
- Degree Project 3

from around the world, learn different ideas and perspectives, and develop an attitude of cooperative relationships that
Experience B ·Global Online A ·Global Online B ·Study Abroad transferred subject (Approach Subjects)

Series we invite lecturers from different industries, the government, or, academia to give lectures or workshops.

Distinctive Features

1 A Curriculum Blending the Humanities with Science



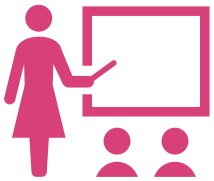
Cutting across the existing disciplines of the humanities, social sciences, and natural science, the curriculum will instill in students both humanities-based and scientific thinking, along with a diverse array of methodologies, and will feature learning based on practical challenges.

2 Collaborative Learning (PBL/TBL*)

The curriculum will incorporate collaborative learning in which students discuss themes in groups and learn by working in partnership with others, thereby cultivating a broad outlook, flexible thinking, and multifaceted insight that will enable students to look at things from a variety of angles.

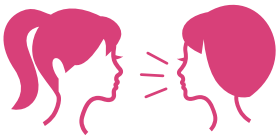
* PBL: Problem-Based Learning; TBL: Team-Based Learning

3 Classes in English and Japanese



The curriculum will provide classes in both English and Japanese. In addition, intensive language courses that are tailored to each student's proficiency level will be offered. Through this multilingual curriculum, students will be able to improve their language skills to a practical level.

4 Sharing Classes



Building classroom environments in which Japanese and international students study together and promoting active interaction between students, staff and faculty members will help to develop Kyushu University as a Global Hub Campus that generates synergistic and collaborative outcomes.

5 Learning beyond the Classroom

The classroom is not the only place where you can learn. Our curriculum offers a chance to participate in internship programs where you can get firsthand experience at Japanese companies. Also our dormitory provides opportunities for international interaction, through which you can acquire multicultural perspectives. Fukuoka is also an excellent place to learn; the campus is situated in rich natural surroundings, and the city center provides exciting urban experiences.

6 Lecture Series

We invite Japanese and international researchers, government officials and practitioners active in the field in question, and creators to talk about their experiences in order to broaden the horizons of our students. These guest lecturers active on the front lines of each field explain from both academic and practical perspectives what is actually happening in the world at present and how people are responding to those developments.

Japanese Academic Courses (JACs)

ISI offers its international students Japanese language courses for credit in order to meet their diverse levels of Japanese proficiency. The courses consist of four types: Integrated, Kanji, Speaking, and Writing. Each of these classes are divided up to eight levels as illustrated below.

All first-year international students are required to complete both online registration and an online placement test prior to the beginning of the semester. The test results determine the types and levels of courses the students are eligible to take. Students may opt for a combination of any two courses within the four types (e.g., Integrated and Speaking).

Courses: 4 Types & Up to 8 Levels

LEVEL	TYPE			
	Integrated	*Kanji*	*Speaking*	*Writing*
Beginner	JI-1	JK-1+2		
Elementary 1	JI-2		JS-2	
Elementary 2	JI-3	JK-3	JS-3	
Pre-Intermediate	JI-4	JK-4	JS-4	
Intermediate 1	JI-5	JK-5	JS-5	JW-5
Intermediate 2	JI-6	JK-6	JS-6	JW-6
Pre-Advanced	JI-7	JK-7	JS-7	JW-7
Advanced	JI-8	JK-8	JS-8	JW-8

Note: For *Kanji,* those placed at the *Beginner* or *Elementary* levels are placed together in a joint course, JK-I+2.

Suggested Enrolment Patterns for First-Year Students

For (Absolute) Beginners without Kanji Background –

Fall & Winter Quarters: JI-1 + JK-1+2 ▶ Spring & Summer Quarters: JI-2 + JK-3

For (Pre-) Advanced Learners with Kanji Background –

Fall & Winter Quarters: JI-7 + JS-7 ▶ Spring & Summer Quarters: JI-8 + JW-8

Admissions for International Students

The following information is for applying for enrollment to ISI starting in October.
For details, please refer to the application instructions.

https://www.kyushu-u.ac.jp/en/admission/faculty/foreign/foreign10/

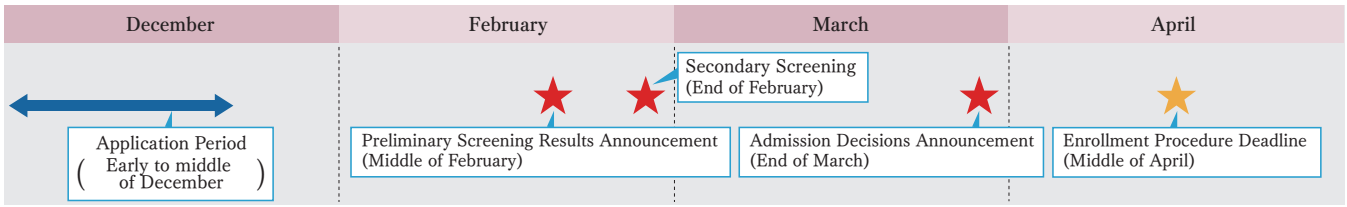
Eligibility

Applicants must meet one of the following requirements:

1. Completed or expected to complete 12 years of schooling outside Japan by September 30, 2027 (or equivalent, as recognized by the Japanese Minister of Education, Culture, Sports, Science and Technology / MEXT).
2. Those who have the International Baccalaureate Diploma, the German Abitur, the French Baccalaureate, the European Baccalaureate, General Certificate of Education Advanced Level, International Advanced Level, or who have completed or are expected to complete 12 years of primary to secondary education at an educational institution accredited by the Western Association of School and College (WASC), the Association of Christian Schools International (ACSI), Council of International Schools (CIS), New England Association of School and Colleges (NEASC), Cognia or COBIS by September 30, 2027.
3. Those who have completed or are expected to complete a course at designated international schools or a foreign educational institute by September 30, 2027 that offers its curriculum in Japan and that is recognized as an equivalent to a high school of the foreign country or region under their educational system by the Japanese Minister of Education, Culture, Sports, Science and Technology.
4. Aged 18 or over as of September 30, 2027 who are recognized, by the University's ad hoc prequalification screening, as having an academic level equivalent to or superior to those who have completed 12 years of schooling.

Applications Timetable

Applications will be processed during the following period as shown in the table below.
Only one application will be allowed in the given year.



Screening Process

The evaluation process for our school consists of two screenings: preliminary and secondary.
1.The preliminary screening will be based on a comprehensive evaluation of the submitted documents.
2.The secondary screening will include an interview.

A Day in the Life of ISI students

'A Day in the Life of ISI students', a popular social media series by the official student PR team, is now featured in this brochure! Here is a real day in the life of two students of ISI, Kyoko and Sota (not their real name), along with their comments.

Kyoko, a third-year student

7:00 ~ 8:00 Preparation

8:00 ~ 9:30 Commuting to school

9:30 ~ 10:30 Self-study

Study at the Reference Room in the Center Building 5.

10:30 ~ 12:00 Class

It's a class where we have discussions in English. The content and language are challenging, but I try to speak up actively.

12:00 ~ 13:00 Lunch

I meet up with friends and have lunch in the cafeteria or in the classroom.

13:00 ~ 14:30 Class

Group work in English with international students

14:30 ~ 17:00 Internship / Library

I am doing an internship online. When there are books I need to read for class in the library, I spend my time there.

17:00 ~ 18:30 Going home

18:30 ~ 21:00 Dinner, etc.

21:00 ~ 24:00 Assignments

There are a lot of reports, and the content is difficult, so I spend quite a bit of time working on them. Since there are no clear-cut answers, it requires critical thinking, and I feel that it helps me develop and strengthen this skill.

Sota, a fourth-year student

7:00 ~ 8:00 Preparation and commuting to school

As a fourth-year student, I spend my mornings attending classes on class days and reviewing books and articles for my DP (graduation project). Since ISI classes are often held in Center Building 5, I usually spend my mornings in the center zone.

8:00 ~ 12:00 Classes and self-study

Off-campus fieldwork classes

12:00 ~ 13:00 Lunch and Preparation

For lunch, I either bring a homemade Bento or eat at the reasonably priced and menu-diverse campus cafeteria (the karaage set meal is my absolute favorite!) . On days with afternoon classes, I also spend time preparing for readings.

13:00 ~ 14:30 Classes

Cross-grade discussion in the "Project for ISI"

14:30 ~ 20:00 Library

To refresh myself, I study in a different location, the Central Library.

After returning home, I make dinner. I also enjoy training and using the sauna at a hot spring facility near the university. On days when I have a part-time job, I head to Tenjin.

20:00 ~ 24:00 Dinner, gym, spa

Here's the official student PR team's social media!

The student PR team shares information about the ISI on Instagram, X, and Facebook. We provide details on classes, study abroad opportunities, and faculty, as well as answering questions on X.
We also regularly post event information for junior and high school students.
Be sure to check it out and follow us!

Instagram : https://www.instagram.com/kyoso_koho/
X : https://twitter.com/kyoso_koho
Facebook : https://www.facebook.com/kyushu.univ.isi/

Instagram X Facebook

Student Interview

SOGA Taichi (April 2023 Enrollment)

Graduated from Kanagawa Prefectural Shonan Senior High School (Kanagawa)

Q1 What appealed to me most was the chance to explore a wide range of academic fields before deciding what I truly want to study.

In my third year of high school, I had to choose between the humanities and sciences. But at the time, I only had vague interests and didn't really know how or what I wanted to learn. With classes mainly focused on preparing for university entrance exams, it felt difficult to make such an important decision about the next four years of my education.

That's why ISI stood out to me. It offers the opportunity to engage with both humanities and sciences, and to shape our own study path based on our personal interests and questions.

Now, I'm being guided by a professor in political philosophy—a field I hadn't even heard of back in high school. I don't think I could have discovered this path in a more traditional program.

Q2 I'm constantly inspired by classmates who have very different life experiences from mine.

In many faculties, students tend to have similar interests and backgrounds. But in this school, people are exploring all kinds of topics, from technology and business to art and philosophy.

I rarely meet someone studying the same things as I am. This diversity often leads to conversations that make me realize how differently we all see the world, shaped by our unique upbringings and experiences.

Seeing friends take on themes I've never even thought of helps me reflect on my own values and perspective. I feel that this kind of environment encourages me to grow not just academically, but personally as well.

Q3 Right now, I'm researching juvenile delinquency, with a focus on the area around Kego Park in Tenjin, Fukuoka City.

I've always felt a strong resistance toward breaking rules or laws. But I've come to realize that this feeling might come from being fortunate enough to grow up in an environment where following rules leads to a safe and stable life. That's not the case for everyone—especially not for all children.

When someone feels that their surroundings aren't supportive or fair, turning to delinquent behavior can be a response to that. I believe this is not just a personal issue but a social one.

Of course, some people argue that such problems should be seen as individual responsibility. There are many opinions on this. But I hope to find ways to address the social inequalities and divisions that lie behind these issues, and to contribute to building a more inclusive society.

Q1 I was drawn to the ISI because of its emphasis on interdisciplinarity and team-based learning. In high school, I read a book titled *The Wall Between the Humanities and Sciences* by Takeshi Yoro, which discusses the differences between scientific and humanistic ways of thinking. As someone who leans more toward the humanities, I became eager to understand the perspectives of those in the sciences and to develop a multifaceted approach to viewing society. ISI brings together students with a wide range of interests, and many classes are shared with international students, allowing us to engage with diverse values and worldviews. I was confident that studying in such an environment would broaden my perspective, and that is why I chose ISI.

Q2 Two aspects stand out to me: the frequent opportunities to reflect on the purpose of my studies, and the chance to discuss questions that have no single correct answer.

At ISI, we can explore a variety of academic fields, but we also have to take responsibility for selecting our own courses. Some students even join classes designed for international students or take courses from other faculties to pursue their own interests. ISI provides a space full of choices and challenges.

In and out of class, it is common to exchange ideas about social issues, current events, or even minor curiosities from daily life. We often engage in serious discussions with classmates and professors about abstract questions like, "What is the role of ISI?" The ability to continuously engage with questions that have no clear answers is, I believe, one of the greatest benefits I've gained from ISI.

Q3 I aim to explore the potential for insight and transformation through language and reading from both scholarly and practical perspectives.

When I first entered university, I was drawn to multicultural coexistence: I attended courses designed for international students and, as a member of my school's ISI Student Internationalization Promotion Team / IsiCON, supported those students and organized events to foster interaction between them and Japanese peers. At the same time, my studies in literature, philosophy, sociology, and linguistics broadened my interests, leading me to focus on how language, reading, and creative works affect individuals and how people receive and engage with them.

I am particularly concerned about the decline in reading among university students and wish to examine more deeply how people relate to books. Although my precise career path remains undecided, I will continue to honor my questions and deepen my learning.

KOGA Haruka (April 2023 Enrollment)

Graduated from Fukuoka Prefectural Chikushigaoka High School (Fukuoka)

Q1 Why did you choose ISI? Q2 What were the good things about being admitted to ISI?
Q3 What is your theme for DP* and what is your dream?

*DP:Degree Project(Graduation Thesis)

Shirayama Airin (October 2023 Enrollment)

Graduated from Martyr Munir Alkan Science High School, Republic of Turkey

Q1 When I was in a science high school, we students were encouraged to major in STEM (Science, Technology, Engineering and Mathematics) fields at university. However, as I explored the wide range of available majors, my interest gradually shifted from science to the humanities. Still, a part of me hesitated to leave science behind entirely. With so many options within the humanities as well, I found it difficult to decide on a specific major and felt confused and undecided. Around that time, my mother discovered the existence of ISI, and I had the opportunity to join an online campus tour. That experience made me realise that ISI is an interdisciplinary faculty that bridges science and the humanities, offering various fields from biology to history. The program also includes an international component and requires students to study abroad, which further increased my desire to study at ISI.

Q2 After enrolling in the ISI, I encountered glorious opportunities and met wonderful people. First of all, thanks to the nature of the program, I can still engage with numerous fields I am interested in, without being forced to stick to one specific course schedule like in high school. Perhaps this is common at other universities as well, but I am now able to explore subjects more deeply than the high school curriculum allowed, and the professors are very adept in their fields, which fosters my desire to learn even more.
I also had the chance to connect with talented, kind, and confident people. Through these connections, I found close friends and was inspired by their passion and ability to take initiative—even one of my friends came to Turkey to visit me. This environment has motivated me to take action myself, such as becoming involved in IsiCON (ISI Student Internationalization Promotion Team).

Q3 Although I haven't decided on my research question yet, I am planning to focus my degree project on historic sites in Turkey and explore how to preserve these areas. Since childhood, I have had a deep interest in the ancient civilisations of Turkey, which has developed into a strong desire to help preserve them.
To achieve this, I often ask myself: What can I do? How can I contribute meaningfully? In my future academic years, I hope to find the answers to these questions and play an active role in preserving these sites. However, I am still figuring out the exact path I should take.
As a more immediate goal, I hope to pursue graduate studies to deepen my knowledge. I truly hope to realize these dreams in the future.

Q1 Like many others, I struggled to choose a major when applying to university. I was interested in sociology, economics, and management, but unsure whether I wanted to pursue them as career paths. Still figuring out my direction, I didn't want to commit to something I might not enjoy. That's when I discovered the ISI program. Its interdisciplinary approach gave me the freedom to explore different fields through classes taught by professors from diverse backgrounds. It allowed me to broaden my perspective without being confined to a single discipline. Additionally, I've always loved Japan, and studying here felt like the perfect way to challenge myself, step outside my comfort zone, and grow both academically and personally.

Q2 As expected, the best part about being in the ISI program is the incredible variety of classes we have access to. No matter what your interests are, whether they lie in science, business, design, or something else entirely—you'll be able to find courses that suit you. For those who are still unsure about which path to take in the future, I've found that exploring classes across multiple disciplines has been extremely helpful. It not only broadened my perspective but also allowed me to reflect deeply on what truly excites me. Through trial and error, I was able to explore different possibilities, eliminate what didn't suit me, and ultimately begin to form a clear picture of where I see myself in five years.

Q3 Currently, my degree project is about the social and economic consequences of the newly established TSMC (Taiwan Semi-conductor Manufacturing Company) Kumamoto fab. I choose this topic because I thought that as a Taiwanese living in Japan, it is a good opportunity for me to tackle an issue that has just emerged and has not been extensively studied. I wish to use this opportunity to expose the unexpected side effects under all the economic hype brought forth by this business move. My goal in the future is to bridge corporations with local communities through business management, and create business ethics principles which emphasize future stewardship. This degree project is thus my first step towards this goal.

Benjamin Joshua Lowy (October 2022 Enrollment)

Graduated from International Bilingual School at Central Taiwan Science Park, Taiwan

Faculty (As of May 1, 2026)

Member

Professor・Dean
ARAYA Kunio

[Area of Expertise]
Entomology, Biodiversity Science

Professor・Vice Dean
MIKI Yoichiro

[Area of Expertise]
Medical Education

Professor・Vice Dean
ONIMARU Takeshi

[Area of Expertise]
Comparative Area Studies, Political History

Professor
DRUMMOND Douglas

[Area of Expertise]
Cytoskeletal Proteins, Molecular Biology

Professor
HAGISHIMA Aya

[Area of Expertise]
Built Environment

Professor
HAZARIKA Hemanta

[Area of Expertise]
Geomechanics, Earthquake Disaster Mitigation, Geo-Environmental Engineering

Professor
INABA Miyuki

[Area of Expertise]
International Social Welfare, Community and Social Development, Public Policy, Gerontology

Professor
KABURAGI Masahiko

[Area of Expertise]
History of Political Thought

Professor
KONOMI Shin'ichi

[Area of Expertise]
Informatics

Professor
LAUWEREYNS Johan

[Area of Expertise]
Cognitive Science, Bioethics

Professor
MASUO Chisako T.

[Area of Expertise]
Chinese Foreign Policy, East Asian International Relations

Professor
MIZOGUCHI Koji

[Area of Expertise]
Archaeology

Professor
NAGASHIMA Hiroki

[Area of Expertise]
East Asian History, Korean History, History of Japan-Asia Relations

Professor
NAKAMURA Mako

[Area of Expertise]
Muscle Cell Biology, Developmental Biology

Professor
OOKOUCHI Yutaka

[Area of Expertise]
Early Universe, Unified theory

Professor
SE Teruhisa

[Area of Expertise]
Political Theory, Political Philosophy

Professor
TAJIRI Yoshinori

[Area of Expertise]
Archaeology, EastAsia Archaeology

Professor
YAMAO Dai

[Area of Expertise]
Iraqi Politics, Middle East Politics, Comparative Politics

Associate Professor
ARIGA Tomoko

[Area of Expertise]
Experimental Particle Physics

Associate Professor
BREZINA Jan

[Area of Expertise]
Partial differential equation

Associate Professor
FUJIOKA Yuichiro

[Area of Expertise]
Geography, Landscape Ecology, Area Study in Africa

Associate Professor
FUJIWARA Motoko

[Area of Expertise]
Particle Physics

Associate Professor
FUNAHASHI Kyoko

[Area of Expertise]
Osteoarcheology

Associate Professor
FURUKAWA Fukachi

[Area of Expertise]
Cultural Anthropology, Himalayan Studies

Associate Professor
GAINA Daniel

[Area of Expertise]
Mathematical Logic, Category Theory, Formal Methods

Associate Professor
GDE Pandhe Wisnu Suyantara

[Area of Expertise]
Mineral processing

Associate Professor
HALL Andrew

[Area of Expertise]
Modern Japanese and East Asian History

Associate Professor
HASWELL, Christopher Gareth

[Area of Expertise]
Sociolinguistics (English as a Lingua Franca)

Associate Professor
KANAYAMA Koji

[Area of Expertise]
Scientific history

Associate Professor
KANEKO Miki

[Area of Expertise]
Health and medical informatics

Associate Professor
KITSUKI Akinori

[Area of Expertise]
Development Economics, Microeconometrics, Policy Evaluation

Associate Professor
KURITA Kenichi

[Area of Expertise]
Applied Economics

Associate Professor
KUSUNOKI Rika

[Area of Expertise]
Japanese Language Education, Language Policy

Associate Professor
LI Xiaoyan

[Area of Expertise]
Knowledge Science; Second Language Learning;

Associate Professor
MATSUO Kazunori

[Area of Expertise]
Entomology, Agriculture

Associate Professor
NAGATANI Chiyoko

[Area of Expertise]
Cultural Anthropology

Associate Professor
NAKANO Nobuhiko

[Area of Expertise]
Petrology

Associate Professor
NONAKA Chisato

[Area of Expertise]
International and transnational education

Associate Professor
OKADA Masaya

[Area of Expertise]
Informatics,
Behavior information processing,
Multimodal sensing

Associate Professor
SENDA Ryoko

[Area of Expertise]
Geochemistry,
Archaeology Science

Associate Professor
SEVILLA-LIU Anton

[Area of Expertise]
Philosophy,
Clinical Studies of Education

Associate Professor
SURCHOWDHURY Vishwajit

[Area of Expertise]
Animal Nutritional Physiology

Associate Professor
TOKUHISA Satoru

[Area of Expertise]
Service Design,
Human-Computer Interaction,
Innovation Management

Associate Professor
UCHIDA Satoru

[Area of Expertise]
English Linguistics

Associate Professor
UENO IkJoon

[Area of Expertise]
Ecotoxicology,
Behavioral Toxicology

Associate Professor
WATANABE Satoshi

[Area of Expertise]
Hydrology

Associate Professor
YAMAGATA Yukihiko

[Area of Expertise]
Plasma Science and Engineering

Associate Professor
YAMAMOTO Asuka

[Area of Expertise]
Development Economics,
Indian Enocomy

Lecturer
WEISS David

[Area of Expertise]
Japanese and East Asian Intellectual History

Assistant Professor
ADACHI Tatsuro

[Area of Expertise]
Geology, Petrology

Adjunct Member

Professor
BABA Eishi

[Area of Expertise]
Medical Oncology

Professor
CAAVEIRO Jose

[Area of Expertise]
Protein Engineering,
Structural Biology

Professor
HYAKUMURA Kimihiko

[Area of Expertise]
Natural Resource Management,
Political Ecology,
Area Studies on Southeast Asia,
Environmental Policy

Professor
ITO Koji

[Area of Expertise]
Japanese Medieval History,
Maritime Asian History

Professor
KAN Hironobu

[Area of Expertise]
Physical Geography,
Geomorphology

Professor
KASAHARA Tamao

[Area of Expertise]
stream hydrology and biogeochemistry

Professor
KUSUMI Junko

[Area of Expertise]
Molecular Evolution,
Population Genetics

Professor
KUWAHARA Yoshihiro

[Area of Expertise]
Mineralogy

Professor
NAMIGATA Tsuyoshi

[Area of Expertise]
Comparative Literature

Professor
OGINO Yukiko

[Area of Expertise]
Endocrinology,
Evolutionary Biology,
Environmental Science

Professor
OHNO Masao

[Area of Expertise]
Geophysics
(Geomagnetism, Archaeomagnetism, Paleoenvironment)

Professor
OTSU Takahiro

[Area of Expertise]
English Linguistics,
Cognitive Pragmatics

Professor
TOYA Koichi

[Area of Expertise]
Clinical Psychology

Professor
YAMASHITA Jun

[Area of Expertise]
Environmental Geography,
Regional Planning,
Geographical Information Science

Associate Professor
ABE Yasuhisa

[Area of Expertise]
Human Geography

Associate Professor
AUGUSTINE Matthew

[Area of Expertise]
Modern Japanese History

Associate Professor
Ho, Hsin-Ni

[Area of Expertise]
Haptics

Associate Professor
KANEKO Kosuke

[Area of Expertise]
Multi-media Informatics

Associate Professor
KEZUKA Kazuhiro

[Area of Expertise]
Mathematical Sociology,
Quantitative Sociology,
Computational Social Science

Associate Professor
KIDA Shinichiro

[Area of Expertise]
Physical Oceanography,
Climate Dynamics

Associate Professor
KITAZAWA Mitsuru

[Area of Expertise]
Economic History

Associate Professor
MATSUEDA Kana

[Area of Expertise]
Comparative Literature and Culture

Associate Professor
OKAMOTO Tsuyoshi

[Area of Expertise]
Systems Neuroscience

Associate Professor
OSADA Noriyuki

[Area of Expertise]
History, Southeast Asian Studies

Associate Professor
SEINO Satoquo

[Area of Expertise]
Ecological Engineering,
Coastal and Riverine Environmental Conservation Sciences,
Aquatic Biology

Associate Professor
TAKEDA Yuka

[Area of Expertise]
Applied Economics,
Economics of Transition,
Russian Economy (Labor Market, Poverty, Inequality), Dev

Associate Professor
TAKITA Masahiro

[Area of Expertise]
Communication design,
Community design,
Child and family welfare

Associate Professor
THOMAS Diego

[Area of Expertise]
Computer Vision

Assistant Professor
INAMURA Tokushu

[Area of Expertise]
Innovation, Desing Engineering,
Design Thinking

Assistant Professor
MA Boxuan

[Area of Expertise]
Advance Information Technology

Special Participating Faculty Member

Professor
HONDA Fuminori

[Area of Expertise]
Physics, Radiology,
Nuclear Science

Associate Professor
MATSUMOTO Takahiro

[Area of Expertise]
Coordination Chemistry, Catalysis

Associate Professor
WAKABAYASHI Mami

[Area of Expertise]
Global Health

Assistant Professor
GOTO Kenta

[Area of Expertise]
Materials science

Fees, Scholarships and Living Expenses

Kyushu University offers some financial support for both international and Japanese students.

Fees

Fee exemptions may be awarded dependent upon student circumstances.
Please contact the office for details.

【Payment】

Unit (Japanese Yen)

Fees	Original Amount	Amount After Exemption※ (for the First Year)
One time Enrollment Fee	282,000	282,000
Tuition Fee for Autumn Semester	267,900	133,950
Tuition Fee for Spring Semester	267,900	133,950
Total Payment	817,800	549,900

Note: ※Please refer to Application Instructions. (As of July 2026)
① The tuition fee listed above is subject to change without prior notice. New fees will be applied if changed.
② The above fees do not include health insurance, alumni association fee, books, etc.

Scholarships

■ JAPANESE GOVERNMENT (MEXT) SCHOLARSHIP
Successful applicants with outstanding screening results are eligible to apply from October 2025 to 2027 intake.

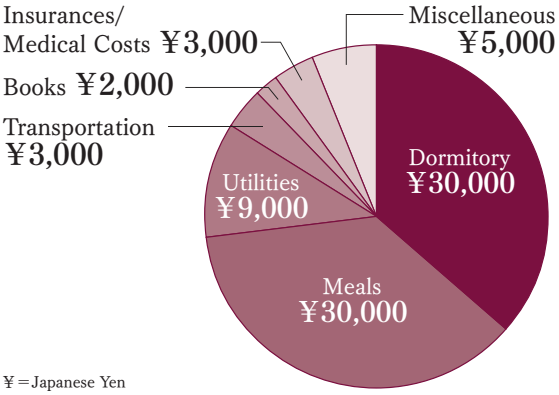
■ Kyushu University International Undergraduate Scholarship・ISI Scholarship for October Enrollment
5 to 6 successful applicants in our school for the October admission may receive the scholarship if certain requirements are fulfilled.
(As of July 2026)

■ Other Scholarships
Various scholarship opportunities are granted by Kyushu University, private foundations, international associations, and local governments as well.
https://www.isc.kyushu-u.ac.jp/intlweb/en/student/page-012
Availability of all scholarships depends on the awarding body and may change in the future.

Living Expenses

Living expenses are relatively low in Fukuoka compared to other major cities like Tokyo and Osaka. How much you will need will vary, depending on your personal taste and circumstances, but you should be prepared to spend between 80,000 yen and 120,000 yen per month.

Monthly Expenses Incurred by International Students at Kyushu University



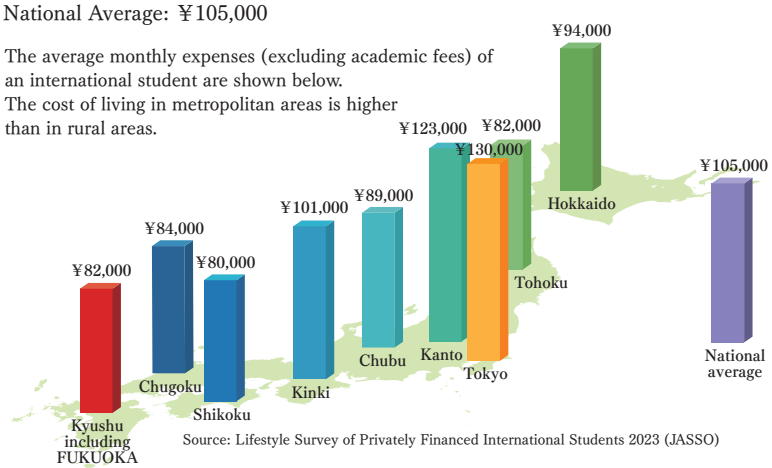
¥＝Japanese Yen

Average Monthly Living Expenses By Region

¥＝Japanese Yen

National Average: ¥105,000

The average monthly expenses (excluding academic fees) of an international student are shown below.
The cost of living in metropolitan areas is higher than in rural areas.



Source: Lifestyle Survey of Privately Financed International Students 2023 (JASSO)

Support System

We do everything we can to ensure that you can focus on studying without any worries.

Academic Support System

Kyushu University has an academic support system for undergraduate students. Graduate school students support them to understand difficult points in their classes, to write reports and to design their future careers.
In addition, ISI has a tutoring system wherein full-time faculty members provide extracurricular guidance for students' smooth transition from high school education to university education or from first-year education to the specialized education stage.

Student Supporters

IsiCON, ISI Student Internationalization Promotion Team, is a support team consisting of ISI students. They help new international students settle in their new surroundings as well as the ISI office does, and implement many events.
Q-mate, another student support team working at International Student Exchange Division, organizes get-together events, and provides support for international students living at Kyushu University, offering online consultation services on topics such as visas, housing, and more.

Dormitory

Kyushu University has dormitories on the Ito Campus as well as around the other campuses, fully-furnished with facilities necessary to make your college life safe, easy, and comfortable. The University can also assist you in finding a place to live, perhaps a private apartment close to campus, and help you through all the renting procedures.

Emergency Secure Plan (ESP)

All the International students enrolled in Kyushu University are required to join the ESP and pay the membership fee.

ESP Consists of Two Services

1) Medical Assistance Service

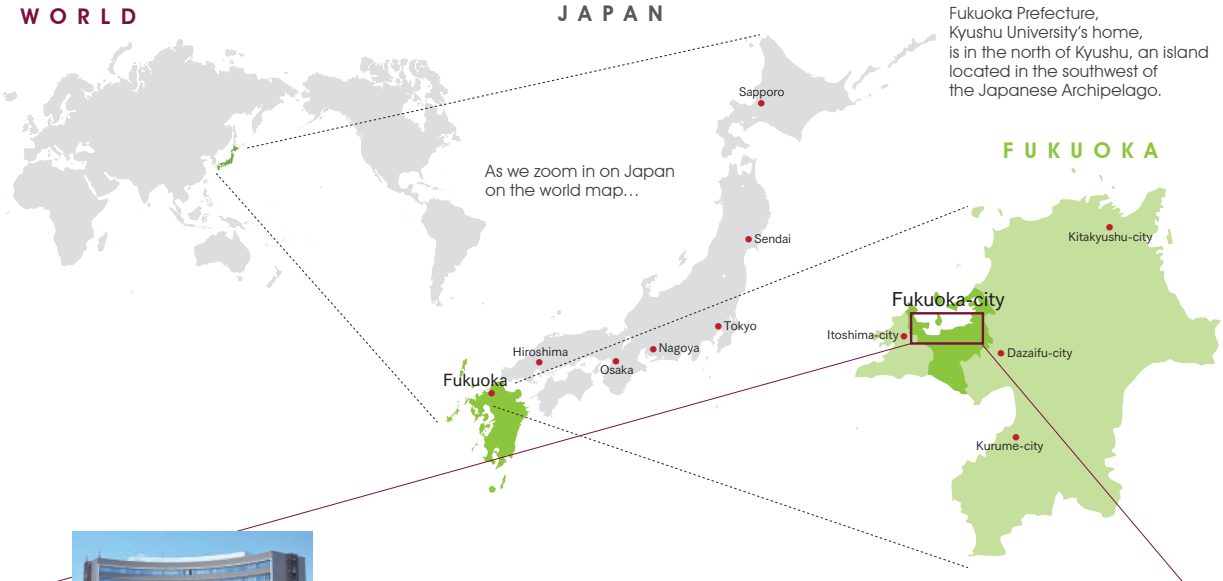
24 hours Trilingual Medical Assistance (Chinese, English, and Japanese)

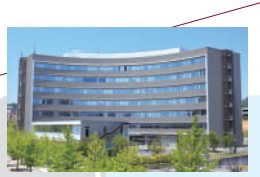
Services include	• Reference to an appropriate, nearby medical facility • Interpretation at a medical facility via three-way conference call • Emergency Services: Contacting and assisting family members in your home county

2) Emergency Expense Insurance

Coverage includes	• Emergency reunion (up to 3 persons) • Rescue • Interpretation, etc.

CAMPUS LOCATIONS





①Ito Campus


②Hospital Campus


③Ohashi Campus


④Chikushi Campus

KYUSHU UNIVERSITY

School of Interdisciplinary Science and Innovation

https://kyoso.kyushu-u.ac.jp/en/

Kyushu University, Ito Campus (Center Zone 5, 5F)
744 Motooka Nishi-ku Fukuoka, 819-0395, Japan
E-mail: gazkyoso@jimu.kyushu-u.ac.jp
TEL:+81-92-802-5890

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