

Tsukuba Standards for Undergraduate Schools and Colleges

Discover Your Human Potential at TSUKUBA, a Hub of Knowledge

Based on our founding philosophy, we clarify our educational framework, including educational purpose and methods for achieving them in our bachelor programs and measures for improvement of educational content, and widely publicize it to society as the educational declaration of the University, which aims to guarantee and continuously improve the quality of degrees.

Concept

The University of Tsukuba aims to establish free exchange and close relationships in both basic and applied sciences with educational and research organizations and academic communities in Japan and overseas. While developing these relationships, we intend to pursue education and research to cultivate men and women with creative intelligence and rich human qualities.

The University of Tsukuba endeavors to contribute to the progress of science and culture. Formerly, Japanese universities tended to remain cloistered in their own narrow, specialized fields, creating polarization, stagnation in education and research and alienation from their communities.

The University of Tsukuba has decided to function as a university which is open to all within and outside of Japan. Toward this end, the university has made it its goal to develop an organization better suiting the functions and administration with a new concept of education and research highly international in character, rich in diversity and flexibility and capable of dealing sensitively with the changes occurring in contemporary society.

To realize this, it has vested in its staff and administrative authorities the powers necessary to carry out these responsibilities.

IMAGINE THE FUTURE.

The University of Tsukuba was established as a “university with a new vision” and functions as an open university.

The identity of the university is based on these tenets as well as the initial intent behind the reforms aiming towards interdisciplinary studies and internationalization. Looking at the current trends, we can say with confidence that the foresight of such thinking was ahead of its time. As is well known, interdisciplinary studies, liberal arts education, industry-university cooperation, international exchange and acceptance of international students are all trends that are in step with the times. We take pride in our forward-looking foresight.

The university therefore chose to be an “advanced university” rather than “traditional university” or “prestigious university.” Although we are proud of our history as the Tokyo Higher School of Teachers and Tokyo University of Education, we became committed to the ideals of “reform” and “new challenges” when the university relocated to Tsukuba. “Tsukuba”, for us is not a mere geographical location, but a symbol for the ideals we uphold. We will continue to reinvent and break new ground, for this is the essence of an “open university.” For us, being “number one” means that we must be open, continue reinventing ourselves, and be a future-oriented university and a hub of Tsukuba City that looks toward the world and our future. As a true university that includes departments from medicine through physical education and arts, we aim to facilitate comprehensive human understanding as well as nurture human talent.

Reaffirming our role as a leading university, we wish to continuously pass on the mantle of new traditions from one generation to the next.

What are Tsukuba Standards?

The Tsukuba Standards are the educational declarations of the University. There are two types of standards, one for Undergraduate Schools and Colleges (announced in March 2008) and the other for graduate Schools and Programs (announced in June 2011). These standards clarify the aims of the University of Tsukuba in each course and how to achieve those aims, and announce to the general public the quality of education guaranteed by the University. As a tool to not only maintain quality, but also to constantly improve and continuously elevate it, the Tsukuba Standards play an important role within the university.

Definition of “degree program”

The degree program is an educational program that specifies the abilities to be achieved according to the level of the degree (bachelor, master, doctoral, etc.) and the academic field, and is systematically designed to enable students to acquire these abilities. In the traditional system where faculty members were fixed in educational organizations such as departments, and because programs were organized as the sum of classes offered by individual faculty members, the circumstances of the faculty members tended to take precedence over the demands of society and the needs of students. In contrast to this, a degree program is designed to provide educational content from the student’s perspective, with faculty members gathered across the boundaries of internal and external organizations to create a program that is appropriate for a degree, with the degree positioned as proof of the student’s internationally compatible abilities. By having an education system centered on degree programs, it becomes easier for students and society to see the educational objectives, content, and outcomes of the university.

Tsukuba Standards and degree programs

Since its inception, the University has implemented bachelor program education under a system that separates the education of students from the research of faculty members by establishing “Schools and Colleges” that differ from traditional departments. With this educational system, it is possible to deploy teachers from throughout the university according to educational needs without being closed within a single organization. It can be said that this is an educational system that embodies the idea of a degree program. In the 2011 academic year, we carried out organizational reforms to establish a new faculty member organization (Faculty), and in the 2020 academic year, we reorganized and restructured the graduate school and established a university-wide educational management system and framework, making a full transition to an educational system centered on degree programs. In the Tsukuba Standards, it clearly states the “Diploma Policy” and “Curriculum Policy” for each degree, as well as the measures to guarantee the quality of these policies for all educational organizations. These are consistent measures based on the founding philosophy of the University. Our entire faculty and staff are determined to push forward with educational reforms in order to establish our degree program system as an education system with international compatibility and collaborative capabilities and to pursue further improvements in the quality of education.

NAGATA Kyosuke President of the University of Tsukuba

Educational purpose of Bachelor Programs

The following are the educational purpose for nurturing global human resources with world-class intelligence, humanity, and resilience

■ To cultivate creativity backed by solid fundamental skills and a flexible mindset to understand the essence

■ To foster a rich education and communication skills that will become the cornerstone of international activities

■ To cultivate the ability to appreciate art and sports, and to be moved by outstanding cultural activities

■ To develop an attitude of compassion for nature and humanity, and to actively contribute to society

■ To cultivate the ability to continuously learn and develop oneself independently throughout one's life

Guaranteeing the quality of degrees through a student-centered education system

We guarantee the quality of degrees through degree programs, appropriate academic work processes, and responsible educational implementation

■ Degree program development

The University of Tsukuba has established five educational purpose aimed at fostering human resources who can play an active role in the global society, as well as six Generic Competences as specific knowledge and abilities that all undergraduate students in Bachelor Programs should acquire in order to achieve the educational purpose. (Table 1)

The University of Tsukuba's Bachelor Programs have established an educational system that organically links common education and specialized education in each School and College as a university-wide educational framework to facilitate the acquisition of such knowledge and abilities by students.

In addition, each School and College has three policies, based on a concrete vision of where and how students will be active following graduation: what specialized knowledge and abilities will be cultivated in addition to Generic Competences (Diploma Policy), how the curriculum will be organized and implemented to achieve these goals (Curriculum Policy), and what qualities and aspirations will be desired in students who are suitable for such education (Admission Policy). In addition to the three policies, we clarify the mechanism for constant educational improvement and implement systematic education.

This approach of clarifying the three policies as a path to the awarding of degrees is extremely important in guaranteeing the quality of degrees, and degree programs are an educational system that further promotes this. The University of Tsukuba establishes degree programs that guarantee student academic achievement from a student-centric perspective.

■ Appropriate academic work processes

In order to guarantee the quality of degrees, it is necessary to guide students to undergo appropriate academic work processes through the practical application of the credit system and rigorous grading, as well as the development of systematic programs.

Each School and College and organization offering Common Foundation Subjects will clearly indicate to students the knowledge and abilities to be acquired in each class, as well as the process of acquisition (including academic work before and after the class), and will develop classes in a planned manner. In judging the attainment level of students in each class, strict

grading will be conducted based on clear grading standards.

By enriching the syllabus (course schedule), utilizing a grade point average (GPA), and effectively allocating graduate student teaching assistants, we will bring the student academic work process in line with international standards.

■ Educational implementation system with responsibility

With regard to the formulation of basic education policies and basic plans for educational reform, liberal arts education, student life support, disabled student support, career support, etc., we have established a university-wide organization that oversees planning and implementation.

Each School and College has also established a system for systematically carrying out various tasks related to education and student support, and is responsible for their implementation.

In addition, thanks to the university-wide student organization and the small class size of approximately 20 students, we ensure that students' opinions are reflected and that they receive detailed guidance regarding their overall academic studies.

Generic Competences (Undergraduate Schools and Colleges)	
Communication ability	Communication ability to use the mother tongue and foreign languages properly and make presentations, etc. using various media
Ability for critical and creative thinking	Ability to think critically and creatively based on systematic understanding of general and specialized knowledge
Data and information literacy	Ability to properly analyze and process various events and information using quantitative methods, computers, etc.
Broad perspective and international character	Ability to broadly understand culture, society, nature, and materials and understand and respect different cultures and be not only involved in one's own expertise
Mental and physical health, humanity, and ethics	Ability to maintain mental and physical health through the understanding, practice, etc. of arts and sports and be conscious of one's responsibility and put it into practice as a citizen with humanity and ethics
Cooperative, independent, and autonomous attitudes	Ability to keep learning and act autonomously while dealing with a situation through team work and leadership and practicing self-management

Table1. Generic Competences (Undergraduate Schools and Colleges)

Developing global human resources through the TSUKUBA method

We nurture world-class intelligence, humanity, and resilience from a “student-centric perspective,” an “international perspective,” and a “future perspective.”

Student-centric Perspective

The University of Tsukuba Bachelor Program curriculum cultivates solid expertise and a rich culture to support it throughout the entire academic period. To achieve this, we do not divide liberal arts education and professional education into two, but organize and implement a curriculum which combines the two from the perspective of student achievement. We have established a degree program system as an educational system that guarantees student academic achievement in line with their degrees.

As for the implementation of education, we emphasize active learning, in which faculty members, students, and fellow students interact with each other, and encourage students to actively and independently do academic work. In terms of extracurricular activities, in addition to supporting various extracurricular activity groups, we support students’ voluntary activities through our proprietary “T-ACT” system. In addition, through the university-wide student organization, students and faculty members collaborate and work to enrich and improve education and student life.

International Perspective

We vigorously promote the development of schemes and environments for students to become globally-minded and acquire the qualities to play an active role in global society in all aspects.

In addition to implementing rich internationally-oriented, high-quality education in each specialized field, we have established “global courses” to cultivate the fundamentals needed to become global human resources, and have enriched and strengthened measures to support overseas study, thereby creating an academic work environment in which “the world is a

place of learning.”

We are also creating a campus environment that embodies the University’s motto, “Internationalization in everyday life,” by arranging academic work spaces where international students from various countries around the world and Japanese students can interact and collaborate on a daily basis without distinction of nationality, culture, or field of specialization, and also by providing cafes where students can interact in multiple languages.

Furthermore, in order to ensure the quality of education beyond national borders, we are taking the lead in building an education system that is internationally accepted and compatible.

Future Perspective

In order to foster the ability to carve out the future in a rapidly changing global society, we proactively implement education in cooperation with industry. Through lectures by leaders in various industries and practical subjects such as practical training and internships in diverse fields, students cultivate the ability to grasp the essence of social issues and gain insight into the future.

Student career development support begins from the time of admittance. We systematically support students’ career development through career-specific Foundation Subjects and the University’s proprietary “Tsukuba Career Portfolio” to help students consider the connection between their future and their academic work at the University.

In this manner, students develop the ability to proactively contribute to society with individuality and self-reliance as the cornerstone, by overlapping the future of society with their own future and pursuing their academic work with an awareness of the issues and high motivation.

Global human resources with world-class intelligence, humanity, and resilience

International Perspective

An academic work environment in which “the world is a place of learning”

A campus environment that embodies “Internationalization in everyday life”

An education system that is internationally compatible

Student-centric Perspective

Establishment of a degree program system that guarantees students’ academic work achievement

Students’ independent and active academic work

Collaboration between students and faculty members

Future Perspective

Collaboration with industry and other areas to cultivate the ability to carve out the future in a global society

Career development that overlaps the future of society and the student’s own future

New Educational Philosophy for Bachelor Programs

Vertical development for learning in specialized fields and horizontal development in order to cultivate culture

Philosophy

Our university, since its founding, has fostered students with advanced problem-solving skills based on a broad academic perspective through a liberal arts education that integrates the expertise of other Schools and Colleges by offering “Specific Foundation Subjects” in which students can take Major Subjects offered by other Schools and Colleges in addition to “Common Foundation Subjects.”

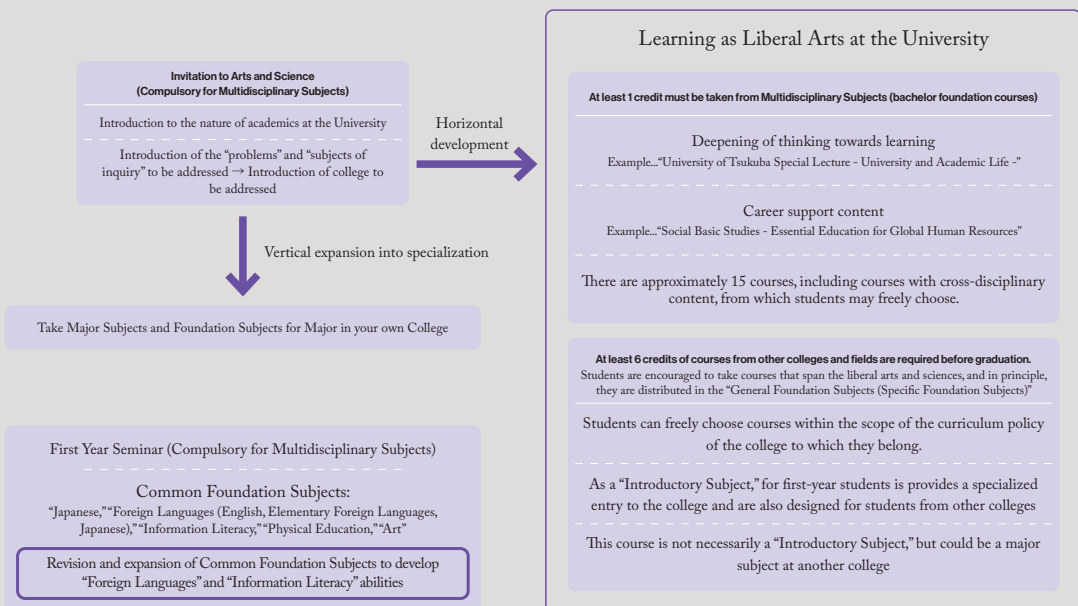
Based on this spirit, we have developed an educational system based on the principle that students can acquire creative wisdom by cultivating both specialized knowledge and skills and general knowledge and skills. As shown in the diagram, we consider learning to deepen one’s own expertise to be a vertical learning process, while learning as a liberal arts course at the University is considered to be a horizontal learning process. It is our philosophy that we can achieve an educational system that can put both of these into practice.

To realize our philosophy

At the heart of this horizontal and vertical structure, we have established “Invitation to Arts and Science” as Multidisciplinary Subjects (compulsory), through which our students first learn about the nature of learning at the university, the problems to be addressed, and the subjects of inquiry. On the other hand, students are able to understand the connection between a variety

of society’s subjects of inquiry and academic disciplines by freely selecting and taking Multidisciplinary Subjects (bachelor’s foundation courses), including cross-disciplinary content or courses essential for global human resources that deepen their thinking about academics. Also, the “Introductory Subjects” offered by each college and major school are structured in such a way that students belonging to the organization where the course is offered can learn the fundamentals of their specialization, while other students learn about fields different from their own area of specialization. By encouraging systematic studies, both horizontally and vertically, based on the curriculum policy of each educational organization, the Bachelor Programs will provide a well-rounded and consistent liberal arts education and advanced and in-depth specialized education. In this way, the programs cultivate the ability of each student to discover his or her own specialty from among multiple fields of study, and furthermore, to foster human resources with a broad perspective who can explain the position of his or her main field of specialty among various academic disciplines.

To further promote the implementation of this philosophy, we will establish a new “School of Comprehensive Studies” in the 2021 academic year. In the School of Comprehensive Studies, following admittance, after one year of exposure to a variety of academic disciplines, students are able to select the undergraduate course to which they wish to belong.



Realization of university-wide quality management for teaching and learning

Promote continuous improvement in education by establishing internal quality assurance with monitoring and program review at its core.

Promotion of the PDCA cycle through university-wide academic management

The University establishes the Office of Quality Management for Teaching and Learning and realizes university-wide quality management for continuous assurance and improvement of remodeled degree program's quality.

The Office of Quality Management for Teaching and Learning will undertake monitoring (self-inspection conducted

every year) and program review (holistic review conducted every few years, scheduled for the seven-year cycle accreditation audit) of degree programs as well as quality review of degree program proposals, Promotion of systematic faculty development activities, research in higher education for advancement of internal quality assurance.

Image of quality assurance model comprised of monitoring and program review



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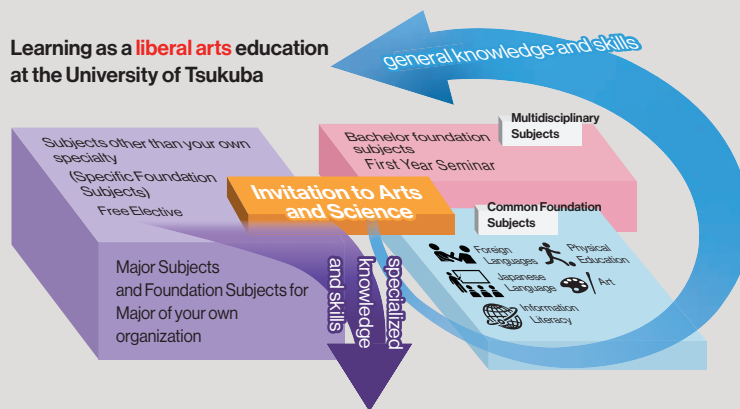
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Creative Wisdom Education and Liberal Arts Education at the University of Tsukuba

The University has established an educational system known as the “creative wisdom education” to nurture highly-skilled intellectuals with well-balanced “general knowledge and skills” including ethics, humanity, logic, internationality, communication skills, a rich physical and mental foundation, and management, planning and coordination skills, in addition to a comprehensive intellectual foundation gained through the acquisition of highly specialized knowledge “specialized knowledge and skills” and diverse, interdisciplinary knowledge. Through this system we cultivate a foundation of integrated knowledge and skills that can respond to drastic changes such as globalization and the advancement of science and technology. The acquisition of knowledge, intellectual skills such as one’s mindset, deep insights related to what it means to be human and how to live, and the ability to understand reality correctly, which are commonly in demand regardless of each student’s field of specialization, will be a driving force to delve deeper into each student’s field of specialization.

In addition to fostering knowledge of various academic fields and the ability to apply general-purpose social issues to academic fields through Multidisciplinary Subjects, the University provides a university-wide system that encourages students to take major subjects other than their own. This is considered to be the liberal arts education at the University and is also positioned as the University’s liberal arts education, including Foreign Languages, Information Literacy, Physical Education, Japanese, and Art, which are studied on a university-wide basis. If the study of Foundation Subjects for Major or Major Subjects offered in each college or major school are vertically developed toward specialization, the study of liberal arts in this University can be said to be a horizontal development of liberal arts education. We are building a university-wide curriculum with both of these as the wheels of a car.

Through the design of courses with high degree of freedom, including courses offered by various colleges or major schools that meet the interests and needs of each student, students are able to integrate within themselves the knowledge they have acquired through education that deepens their expertise and fosters their liberal arts, and acquire advanced problem-solving skills based on a broad academic perspective as creative wisdom.



Systems to guarantee the quality of education

To promote and improve the quality of our University's creative wisdom education, we have established the Creative Wisdom Education Promotion Committee as a university-wide organization. The Committee plans, organizes, and continuously improves School Common Foundation Subjects and Multidisciplinary Subjects to foster highly common general knowledge and skills, and develop well-balanced creative wisdom while strengthening organic cooperation with each undergraduate course that cultivates specialized knowledge and skills.

Positioning of Common Foundation Subjects in Liberal Arts Education

The purpose of the Common Foundation Subjects at the University of Tsukuba is to cultivate a broad and deep culture, comprehensive judgment, and rich humanity through the development of expressive, compositional, and communication skills that are fundamental to the acquisition of knowledge in specialized fields. In particular, while giving consideration to the composition of universal content that is not bound by academic frameworks, we have constructed a system of courses that enables students to acquire the academic and interdisciplinary background appropriate for university students.

Multidisciplinary Subjects

Educational purpose

From the first year to the senior year, it is our goal to help students adapt to the new study environment of a university and to form their careers independently while collaborating with them. Moreover, through contact with a wide range of academic disciplines related to nature and human beings, and diverse societies and cultures, students will learn the foundations of knowledge necessary for the future society that transcends existing frameworks, with the goal of acquiring deep insights into the true nature of human beings and their way of life, as well as the ability to correctly perceive the world.

Educational Content

We offer small-group courses to help first-year students adjust to the new study environment of a university and support them as they begin to develop their careers independently, as well as a range of courses that provide a solid intellectual foundation for advancing into specialized fields by allowing students to think about the nature of academics. And their own relationship to it from a wide variety of perspectives over the course of their senior year.

First Year Seminar

This course is offered in the spring AB module as a unit for a class consisting of about 20 new students and one class instructor. In addition to supporting students to adjust to university life in terms of both studying and daily life, such as course planning, career development, and mental health, we also facilitate communication between students and faculty members and between students.

Invitation to Arts and Sciences

A course that clarifies the origins and expansion of academic disciplines at universities and their relationships with other disciplines through specific problems. This course will deepen students' understanding of the significance of the specialized fields they intend to major in, as well as the positioning of those fields in undergraduate courses.

Multidisciplinary Subjects

These courses are designed to motivate students to take a bird's eye view of their own learning at university by exposing them to diverse ways of thinking and living from a broad perspective of society and the world. Through taking these courses, students

will be able to establish their own academic foundation. These courses include career-supporting content, cross-disciplinary content, content that promotes self-analysis and self-establishment, and content that cultivates adaptability to social life, so that students can think about academics in diverse ways.

Characteristics of educational methods

In the First Year Seminar, students are divided into classes with small numbers of students, and class instructors provide careful guidance and care for first-year students.

In Invitation to Arts and Sciences, students are able to get a sense of the breadth and depth of academic study at the university, and use the University's proprietary edited guidebook as a reference for choosing their own field of specialization and future course planning.

In Multidisciplinary Subjects, students are able to choose from a variety of styles of courses, including relay lectures by researchers and notable figures from inside and outside the university who are active on the world's front lines, subjects in which graduates are invited to discuss their experiences in society, and subjects closely related to the traditions of the University.

Diverse class methods, including the use of manaba and teaching assistants, are used to provide education that guides the entire university.

Standards that should be achieved

Cooperative, independent, and autonomous attitudes

Through the First Year Seminar, communication between students and faculty members, as well as among students, is encouraged to understand the importance of teamwork and leadership.

Broad perspective and international character

In Invitation to Arts and Sciences and Multidisciplinary Subjects, through contact with a wide range of knowledge and ideas related to nature and human beings, society and culture, students recognize the relative position of their major field of study and acquire a holistic view, interdisciplinary perspective, internationality and social adaptability.

Guaranteeing the quality of education

Enrichment of course guidance

We offer course guidance to ensure that students understand the philosophy and goals of the University's liberal arts education. Specifically, we provide detailed course guidance on Multidisciplinary Subjects during the orientation for each college or specialty school held after the admittance ceremony.

"Multidisciplinary Subjects" expert sub-committee

We examine the nature of Multidisciplinary Subjects, course content and grading guidelines.

FD Implementation

As a part of the University of Tsukuba FD Committee, class evaluation questionnaires are administered and the results are fed back to each faculty member for self-assessment and improvement of Multidisciplinary Subjects.

Multidisciplinary Subjects

Total of at least 3 credits required

First Year Seminar

1 credit required

Invitation to Arts and Sciences

1 credit required

Multidisciplinary Subjects

At least 1 credit required

Physical Education

Educational purpose

Physical Education at the University of Tsukuba (Tsukuba Taiiku) aims to foster a healthy body, emotional richness, and strong spirit through the acquisition of sports skills for lifelong sports, knowledge and practical skills to maintain and improve health and physical fitness, fair thinking as a member of society, and understanding and communication with others through various sports practices based on leading-edge health and sport sciences. The Generic Competences to be acquired include “physical and mental health, humanity and ethics” and “Cooperative, independent, and autonomous attitudes”

Educational Content

The curriculum establishes academic work goals according to grade level: Basic Physical Education (First-year), Applied Physical Education (Sophomore), and Advanced Physical Education (Junior). The classes focus on practical exercises, but also include lectures on health, physical fitness, and the significance of sports.

Practical exercises

For practical exercises, we offer a variety of subjects including individual sports, ball sports, martial arts, outdoor sports, and dance. In addition, fitness training, refresh gymnastics, jogging and walking, and other practical exercises related to health and physical fitness are offered.

Lectures

In order to gain knowledge and skills to enjoy sports throughout life, students will learn about issues related to health and physical fitness, the significance of sports, as well as how to acquire sports skills.

Educational Methods

Classes at “authentic” sports facilities

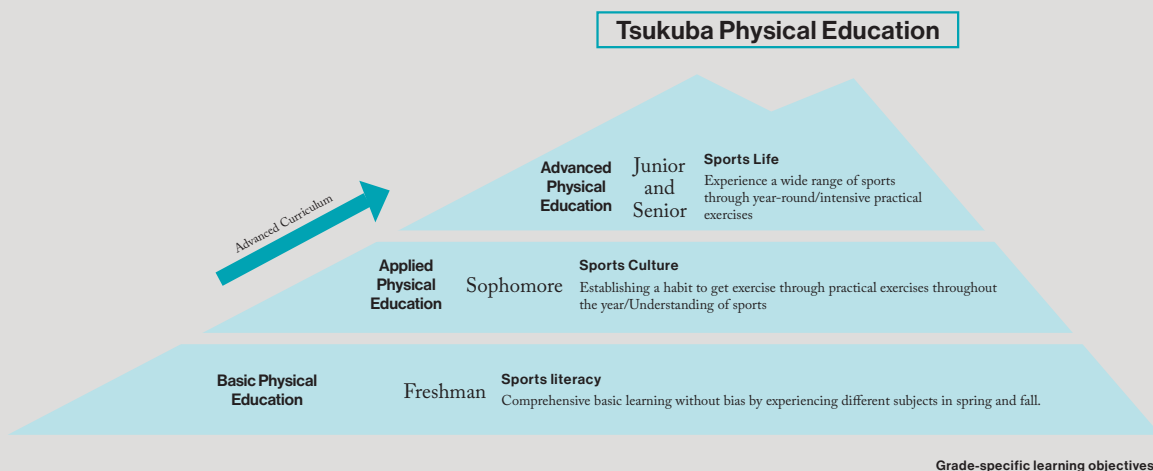
We have 17 outdoor facilities, including an athletic field that is capable of hosting official competitions, an artificial turf soccer field, tennis courts, and a jogging track that surrounds the campus, as well as 25 indoor facilities, including a central gymnasium and a heated swimming pool.

Wide variety of courses

In addition to popular sports such as tennis, volleyball, basketball, soccer, etc., we also offer more than 30 different subjects such as gymnastics using trampolines, bodywork to learn Qi Gong and breathing techniques, jogging and walking with the aim of completing the Tsukuba Marathon, trim exercise for students with injuries and other special needs, and judo and karate that can be used for self-defense.

Development of a wide range of seasonal sports subjects

We offer intensive seasonal courses in snowboarding, skiing, skating, sailing, windsurfing and skin diving.



Courses by specialists

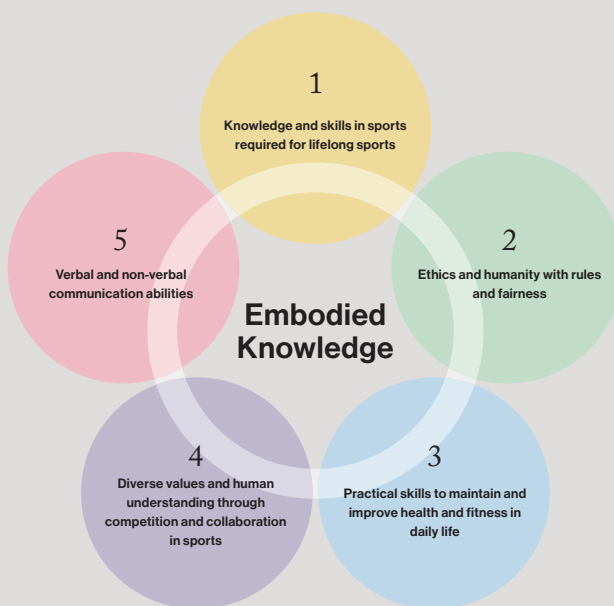
Courses are taught by experts in the subject. Courses are taught by top classes experts in their respective sports, including specialists who have won medals at the Olympics and World Championships.

Guaranteed quality of education

- Evaluation of classes by students is conducted independently in physical education courses. The classes of faculty members who received high scores in the evaluations are shared in peer training.
- Periodic evaluations by third parties outside the university are carried out, and improvement measures are taken in response.
- In classes where safety considerations are required or assistance is needed, faculty members and teaching assistants work together to conduct the class.
- The syllabus is published on the Physical Education Center website in order that students can obtain information about the classes at any time.
- We conduct domestic and international research on University Physical Education curricula, and carry out research on curriculum models from new perspectives.

Standards that should be achieved

The five Embodied Knowledge acquired in Tsukuba Physical Education



Foreign Languages

Educational purpose

This research-oriented university offers three goals for foreign languages. The first is for students to become proficient in foreign languages in their academic research activities. Second, by learning multiple foreign languages, students can understand the diversity of culture, society, and values, and cultivate their ability to think from multiple perspectives. Third, through improving their foreign language competences, students can enhance their communication skills and cross-cultural competences in their future activities in society.

Educational Content

Courses for English as the first or second foreign language and elementary foreign languages (German, French, Spanish, Russian, Chinese, and Korean) are offered. For international or returnee students studying in English programs, Japanese language courses are offered.

English Language

In order for students to be proficient in English in their academic and research activities, an emphasis is provided on learning specific contents with English rather than learning English itself.

Compulsory Subjects

English Reading Skills and English Presentation Skills are offered as EGAP (English for General Academic Purposes) courses, which will be a bridge to undergraduate specialized academic English courses. In English Reading Skills, students read academic materials intensively and also acquire general academic vocabulary and expressions. In English Presentation Skills, students learn the basics of presentations in English necessary for academic communication activities.

Elective and Free Elective Courses

Advanced courses or courses related to studying abroad such as English Academic Writing, English Academic Presentation, etc. are offered to suit students' diverse needs.

Elementary Foreign Languages

Through learning a specific foreign language for the first time, students learn about the diversity of the world's cultures and societies, acquire the ability to think with multiple perspectives, develop cross-cultural understanding, and use the target language

in a practical way.

Compulsory Subjects

In Basic xx Language courses, students learn the basic grammar and expressions of the target language, and in Language and Culture of xx Language Areas, students learn not only specific linguistic features but also social and cultural aspects of the language.

Elective and Free Elective Courses

Foreign language courses such as Applied xx Language Reading and Applied xx Language Writing are offered for students aiming for intermediate to advanced levels.

Japanese Language

Japanese language courses are offered to international students and returnee students on a proficiency level basis. Japanese language as a foreign language courses are offered to meet the diverse academic needs of international students.

Introductory and Elementary Courses

Students learn Japanese skills for living in Japan.

Intermediate and Advanced Courses

Courses are offered in the four skills of reading, writing, listening, and speaking depending on students' learning objectives.

Career Support Courses

Students will learn Japanese language skills that will help them to independently choose their own career path.

Characteristics of educational methods

Courses that utilize both online and e-learning materials are offered.

Graduate students serve as teaching fellows and teaching assistants under the guidance of faculty members to enrich classes.

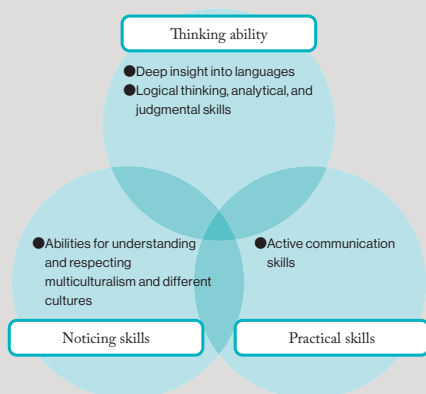
Both English and some elementary foreign languages offer three- to four-week language training programs at partner universities overseas, which place emphasis on experiencing the target language and culture of the host country.

Students receive certificates for their outstanding extracurricular foreign language activities including studying abroad, receiving good grades in foreign language proficiency tests and volunteer activities with foreign languages.

Standards that should be achieved

English Language

The following three skills are to be acquired as a foundation for English for general academic purposes



Elementary foreign languages

Abilities and qualities acquired through taking compulsory courses

- Basic grammatical knowledge and basic productive competence in speaking and conversation

Abilities and qualities acquired through courses in the second year or after

- Basic 4 skills (reading, writing, listening, and speaking)

- Skills for multifaceted thinking, skills for cross-cultural understanding, and attitudes of respecting linguistic and cultural diversity

- The ability to use the target foreign languages in academic research activities

Japanese Language

Cultivate abilities and qualities through course work

- Japanese language competence to conduct specialized research in Japanese

- Japanese language competence necessary for daily life

- Japanese language competence required for jobs in Japan

Guaranteeing the quality of education

Syllabi clearly stating the course contents and grading criteria are available to the public.

Class evaluation questionnaires by students are administered and the results are given to faculty members to help them improve their classes.

Annual foreign language education FD training seminars are held in an effort to improve the quality of education.

TOEIC IP tests are administered in the first and third years of each school, and the results are used to assess students' English skills over time and to develop curricula.

Information Literacy

Educational purpose

In addition to basic knowledge about computers and the Internet and their place in society, as necessary as a member of society living in an information society, the following four items are objectives for students to acquire basic ideas about the use of data to support the information society.

■ To acquire the sense of ethics required in the information society, and to acquire essential information literacy for the use of Internet services

■ To cultivate the ability to take responsibility for one's actions using computers and the Internet

■ To acquire the ability to use computers, application software, and Internet services on one's own regardless of the situation in which they are used

■ To acquire the ability to properly collect and manage data, and to use the collected data for data analysis

Educational Content

Information Literacy is made up of three subjects: "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science".

In "Information Literacy (Lectures)", through learning the basic concepts of computer-based information processing and the Internet, and in "Information Literacy (Exercises)", through mastering basic information use, sharing, and information technology using computers, students acquire the above educational purpose.

In "Data Science," students acquire the fundamentals of statistics and data engineering through lectures, and achieve the above educational purpose through repeated practice of data science through class exercises.

Characteristics of educational methods

■ "Information Literacy (Lectures)" and "Information Literacy (Exercises)" are based on the following standard academic work topics. To suit the needs of each undergraduate course, the specific academic content is adjusted based on the following standard academic work topics. In "Information Literacy (Lectures)", students learn the "know-why" of basic concepts of information, and in "Information Literacy (Exercises)", they learn the "know-how" of using, sharing, and communication skills of information.

Standard academic work topics for "Information Literacy (Lectures)" and "Information Literacy (Exercises)"

Information Literacy (Lectures)

Information ethics and information security

Information representation

Basics of calculation

How computers work

How the Internet works

Information Literacy (Exercises)

Academic writing

Information communication and information sharing

Presentations

■ The following items are standard academic work items for "Data Science". To suit the needs of each undergraduate course, the specific academic content is adjusted based on the following standard academic work topics.

Standard academic work items for "Data Science"

Data Science
Data collection and management 1: Types of data and data collection

Data collection and management 2: Data preprocessing and organization

Data collection and management 3: Design and management of data tables

Advanced data collection and management: Big data

Data Visualization

Data analysis 1: Understanding qualitative variables

Data analysis 2: Understanding quantitative variables

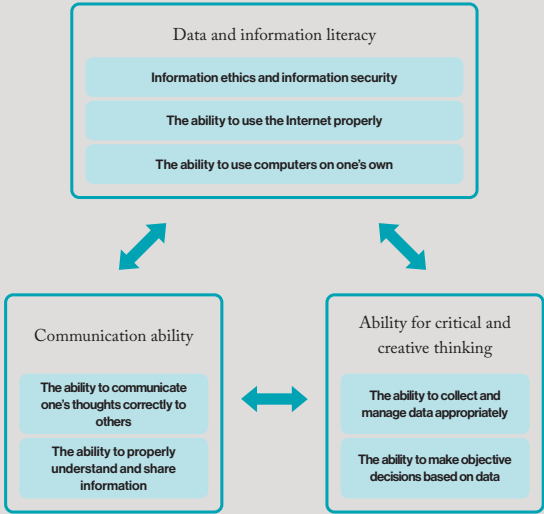
Data analysis 3: Analysis of a variety of data

Advanced data analysis: Artificial intelligence

Graduate students in Degree Programs in Systems and Information Engineering, etc. participate in classes as teaching assistants and provide detailed assistance to faculty members.

Standards that should be achieved

Through "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science," students acquire basic skills related to the three Generic Competences of "Data and Information Literacy", "Ability for critical and creative thinking" and "Communication Skills."



Guaranteeing the quality of education

- Based on the standard academic topics of "Information Literacy (Lectures)", "Information Literacy (Exercises)" and "Data Science," the course content and progress will be adjusted according to the needs of each college or specialty school.
- Class questionnaires are administered and the results are fed back to each faculty member for class improvement.
- We conduct round-table discussions with faculty members to discuss and share problems and issues in classes for class improvement.
- Committee for the management of Information Literacy (consisting of representative faculty members from related organizations) discusses ways to improve classes and provides feedback to actual classes.

Japanese

Educational purpose

In order to survive in a globalized world and a knowledge-based society, it is necessary to acquire accurate knowledge of Japanese, their mother tongue, and to be able to use it properly to communicate their intent smoothly with others, as well as to be able to express and communicate their ideas clearly based on a variety of information. In Common Foundation Subject, “Japanese,” the goal is to acquire these Japanese language skills that are essential for academic work at university and for being active in society.

Educational Content

We offer “Japanese I” and “Japanese II” which cover from basic content to advanced issues.

Classes are divided into classes of about 40 students per class, paying close attention to the needs of each student.

In the undergraduate courses that designate compulsory subjects, classes are offered in consideration of the characteristics of these courses (for example: words in informed consent (Medicine and Nursing), Coaches and words (Physical Education))

In the undergraduate courses that do not designate compulsory subjects, these are free courses, providing an environment in which students with different specialties can learn from each other.

Japanese Language I: Fundamentals of report (paper) writing

As a starting point for report preparation, students learn the necessary basic knowledge for problem awareness, originality, a writer’s mindset, an objective stance in writing an argument, and expression, and receive practical training.

Understand the idea of the paper, originality, issue awareness, and the significance and value of the main topic.

Organize issues through the research, collection, organization, and examination of materials.

Learn about proper and improper writing through revision and mutual criticism.

Japanese II: Applied and advanced course from “Japanese I”

This course builds on “Japanese I” to increase students’ consciousness as independent writers.

Clarifying the consciousness of problems and setting up a

hypothesis.

Understanding methods for searching literature and organizing information according to purpose.

Critically reading previous research, examining its relevance to the subject, and verifying its arguments.

Learning and executing honorifics and letter writing so that students can express themselves in a way that takes interpersonal relationships into consideration.

Characteristics of educational methods

We adopt class exercises-based educational methods.

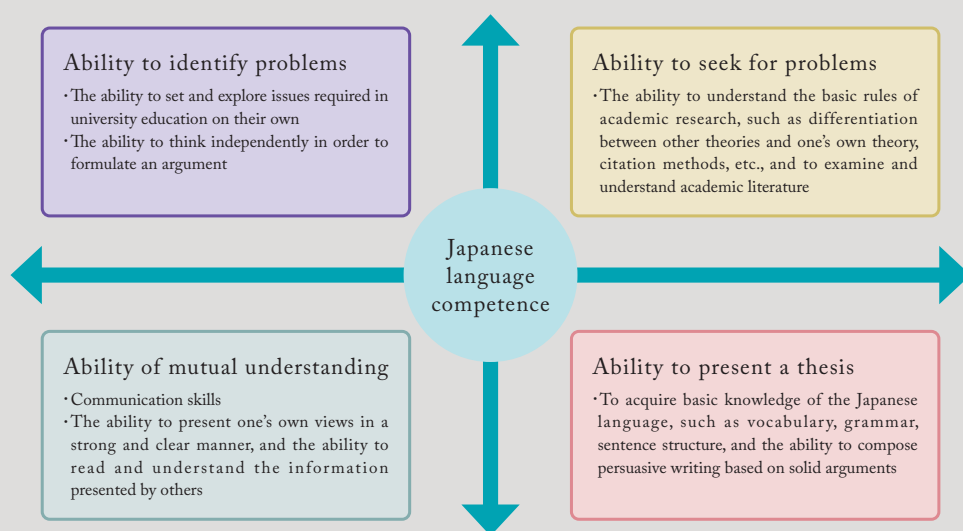
Through actually writing documents, making speeches, and critiquing each other’s work, students aim to improve their Japanese language skills.

Education is conducted by utilizing the expertise of faculty members.

The classes are taught by specialists in Japanese linguistics, Japanese language education, etc., and the content of the classes is designed to leverage each of their specialties.

Standards that should be achieved

Achieve the four competencies



Guaranteeing the quality of education

We make the syllabus available to the public, and clearly indicate the contents of the classes that are unique to each faculty member's expertise and the grading criteria.

We have an ample feedback system for improving classes, including class evaluations by TWINS* and faculty members conducting their own surveys.

We have established a forum for regular discussions to improve the quality of our classes, taking into account the characteristics of each undergraduate course, and to ensure that the content of our classes is appropriate to the actual situation.

*TWINS (Tsukuba Web-based Information Network System) is an online educational information system.

Art and Design

Educational purpose

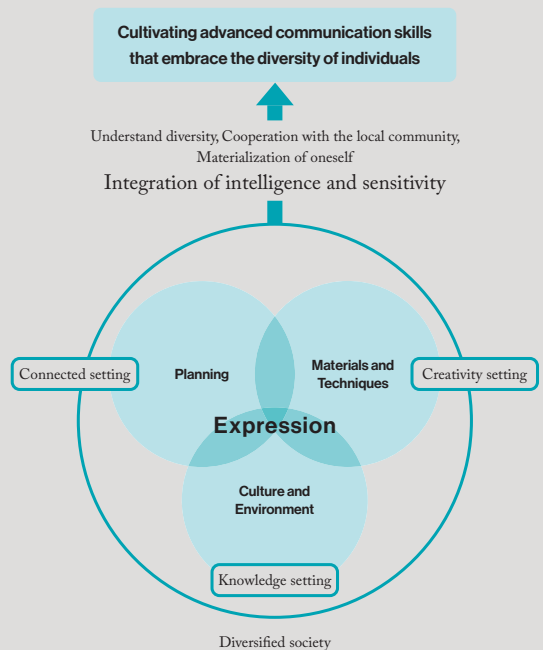
The University of Tsukuba is the only comprehensive national university in Japan with its own education and research organization for nurturing professionals in Art and Design. The liberal arts education offered by the School of Art and Design leverages these characteristics to not only provide students with a broad knowledge of art and design, cultivate their aesthetic sensibilities, and experience the joy of expression, but also to foster higher-order communication skills that enable students to accept diverse individuals and values in a global society and to communicate their own ideas. The educational goal of the Common Foundation Subject “Art and Design” is to integrate intelligence and sensitivity, and to nurture the human ability to express oneself and to have a sense of balance that tolerates the ideas of others.

Educational Content

Art and Design education as a liberal arts education promotes the understanding of the background of different cultures and social values through the practical learning of traditions and state-of-the-art and design techniques and materials related to artistic expression.

Students will learn specific methods and basic knowledge in order to understand how important it is for human beings to experience the joy of creating and appreciating art and design, such as drawing pictures and visiting museums, and will understand that it is something important for human beings to live as human beings. They will also aim to become citizens who act for the promotion of culture and art and design, seeking to engage with diversified local community and recognize the importance of art in developing all social infrastructures.

Art and Design Education



Characteristics of educational methods

Faculty members who are active as artists or researchers on the front lines of society will guide students to think deeply about their own individuality and qualities through “experiential knowledge” of art and design, instruction in techniques and expressions for “creation of works,” and “practical experience” in society.

Students study in the same workshops and practical training rooms where students majoring in Art and Design study. By working on productions and projects together with students who major in the arts and design, students can take advantage of the mutual educational benefits of learning together.

Appreciation courses...understanding art and design starting from the site of knowledge

Contemporary art will be explained in an easy-to-understand manner from the perspective of the creator (artist) by a faculty member who has participated in international contemporary art exhibitions. Students will be able to obtain hints on how to look at contemporary art, enjoy actively thinking about art themselves, and broaden their perspective on contemporary culture by learning about the state of art in the world.

Lecture: An Introduction to Contemporary Art

Creative subjects: The joy of expression in a creative setting

Students will learn about materials, techniques, and expressions related to art and design. Students will learn the basic knowledge and basic concepts necessary for creating works of art and design, such as the basic names and methods of using materials, art supplies, and tools, selecting motifs and subjects to paint, setting themes and subjects of works, the flow of creating works of art and design from start to finish, the characteristics of techniques required at each stage of creation, honing one's sense of form, understanding forms, color expression, and mental preparation for creating works of art and design

Oil painting practical training, Japanese painting practical training, clay modeling practical training, and calligraphy (A, B, C)

Picture book production, illustration

Problem-solving type courses...hands-on experience in society as a connected field

We offer problem-solving type classes through art and design in the local community. Students will actually organize a project using art and design, and learn what art and design can do for society.

Art and design production class exercises that opens the university (1, 2, 3)

Standards that should be achieved

Understanding and deepening of art culture

Artistic expression is heavily influenced by the era and social context in which it is created. Students will understand regions that are receptive to artists, and understand culture as the soil in which people are nurtured and art is nurtured, and understand the depth of expression that cannot be obtained only through evaluation by the senses.

Practical Experience with Techniques and Materials

Students will strive to discover the possibilities of expression through observation of subjects and understanding of materials. Students will understand that they can express their inner thoughts and ideas through expressive activities, and that communication can be achieved through the medium of artwork.

Acquire methods to materialize one's intent

In problem-solving type classes, students will understand that practical planning for realizing expressions and attempts in hands-on experiences in society will lead to the utilization of art and design.

Guaranteeing the quality of education

We guarantee the quality of education through the provision of a forum for objective and relative self-evaluation as well as a sense of one's own achievement. As well as self-evaluation of their works, which are the tangible results of the class, the faculty member in charge will provide specific criticism in critique sessions, etc., and encourage each student to clarify their specific issues and establish their next goals.

While making efforts to understand the current situation by conducting class questionnaires, etc. for each subject, we will also keep an eye on the trial process of individual students and provide a forum for answering their questions.

The Curriculum Committee of the School of Art and Design will discuss the improvement of classes while referring to the questionnaires, etc., and provide feedback to the class instructors.